DOCUMENT RESUME

ED 403 330 TM 026 390

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TITLE	SASS by State. 1993-94 Schools and Staffing Survey: Selected State Results.
INSTITUTION	American Institutes for Research in the Behavioral Sciences, Washington, D.C.; National Center for Education Statistics (ED), Washington, DC.
REPORT NO	NCES-96-312
PUB DATE	96
NOTE	312p.
PUB TYPE	Statistical Data (110) -- Reports - Research/Technical (143)
EDRS PRICE	MF01/PC13 Plus Postage.
DESCRIPTORS	Educational Research; *Elementary Secondary Education; Followup Studies; Institutional Characteristics; Longitudinal Studies; Policy Formation; *Principals; Private Schools; Public Schools; Questionnaires; Research Methodology; School Districts; *School Personnel; School Statistics; *State Departments of Education; State Programs; Tables (Data); Teacher Characteristics; *Teachers; Teacher Supply and Demand
IDENTIFIERS	*Schools and Staffing Survey (NCES)

ABSTRACT

The Schools and Staffing Survey (SASS) is conducted through questionnaires mailed to teachers, principals, and district administrators in a sample of the nation's public and private schools. First conducted in 1987-88, the SASS is now planned for every 5 years, with a teacher followup 1 year after each SASS. The SASS provides data on the country's elementary and secondary teaching force, teacher supply and demand, teacher workplace conditions, school administrators, and school policies and practices. A major purpose of the survey is to provide reliable and comparable state-level statistics on school and educator characteristics. The 1993-94 SASS drew a stratified probability sample of approximately 13,000 schools (9,330 public and 3,500 private), 65,600 teachers (52,000 public and 13,000 private), and 5,600 public school districts. This report focuses on public schools, highlighting some state-by-state data to inform state and local educators of policy and program issues they face. Five appendixes provide state estimates from SASS, standard errors for tables, background information, data collection information, and definitions of terms used in the report. (Contains 73 tables and 92 figures.) (SLD)

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SASS by State

1993–94
Schools and Staffing Survey: Selected State Results

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1993–94
Schools and Staffing Survey: Selected State Results

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U.S. Department of Education
Office of Educational Research and Improvement **NCES 96-312**

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Suggested Citation

U.S. Department of Education. National Center for Education Statistics. *SASS by State, 1993–94 Schools and Staffing Survey: Selected State Results,* NCES 96-312. By Victor Bandieira de Mello and Stephen P. Broughman. Washington, DC: 1996.

Acknowledgments

The authors appreciate the helpful comments and suggestions of a number of people. Among American Institutes for Research staff, we are grateful to Don McLaughlin for advice and review, to Rima Ravi for the programming effort, and to Shannon Daugherty for editorial contribution.

From NCES, we would like to thank the reviewers: Dan Kasprzyk, Marilyn McMillen, and Jonaki Bose of the Surveys and Cooperative Systems Group, and Mary Rollefson of the Data Development and Longitudinal Surveys Group. From outside NCES, we are grateful to Rolf Blank of the Council of Chief State School Officers, and to Lynn Cornett of the Southern Regional Education Board.

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Introduction
1993-94 SASS by State

In the 1987-88 school year, the National Center for Education Statistics (NCES) launched a new survey to obtain comprehensive, reliable data on the characteristics and condition of the nation's elementary and secondary schools and the teachers and administrators in these schools. The *Schools and Staffing Survey* (SASS) is conducted through questionnaires mailed to teachers, principals, and district administrators in a sample of the nation's public and private schools. It was conducted again in 1990-91 and 1993-94, and is now planned to be conducted at 5-year intervals in the future. In addition, 1 year after each SASS, a subsample of SASS teachers is selected for the *SASS Teacher Follow-up Survey*.

SASS is designed to provide data on the nation's elementary and secondary teaching force, teacher supply and demand, teacher workplace conditions, school administrators, and school policies and practices. A major purpose of SASS is to provide comparable, reliable state-level statistics on the characteristics of schools and educators. The sample is designed to provide both national and state estimates of schools, districts, teachers, and principals.

The 1993-94 SASS, like the 1987-88 SASS, drew a stratified probability sample of approximately 13,000 schools (9,300 public and 3,500 private); 65,600 teachers (52,000 public and 13,000 private); and 5,600 public school districts. The survey is conducted by mail with telephone follow-up.[1]

Purpose of SASS by State

NCES officials recognize a need to better inform the states about the uses of the survey results at the state level. Some of the data collected through the SASS questionnaires are reported by NCES, and the data files are further analyzed by education researchers. However, many policymakers and educators are not aware of the potential of SASS for informing education issues at the state level. In an effort to bridge this gap, NCES initiated the *SASS by State* reports starting with the 1990-91 SASS.

SASS by State, 1993-94 Schools and Staffing Survey: Selected Results focuses on public schools. It highlights some state-by-state statistics for the public school system that can be produced from the SASS data. The specific survey items were selected for this publication to illustrate how SASS can provide data to inform policy, funding, and program issues faced by many state and local education decisionmakers. *SASS by State: 1993-94* demonstrates the range of data collected through SASS, but it highlights only a subset of the data that are available. The tables and graphs illustrate a state's current status relative to other states. These examples of analyses with SASS may suggest further analyses with other combinations of SASS items.[2]

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[1] See the *Technical Notes* in Appendix D for more information on the SASS design.

For states, one of the strengths of SASS is the capacity to report and analyze cross-tabulations of multiple variables, such as the percentage of math teachers who are women, and to compare a state's percentage with other states and the nation. The graphs and tables included in *SASS by State* display a variety of cross-tabulations of SASS items from the teacher, school, administrator, and district questionnaires.

This report comprises five sections. Section 1 contains information about the schools and student population. Section 2 focuses on the characteristics of teachers and school principals. Section 3 emphasizes the qualification of teachers. Section 4 describes conditions for teaching. And Section 5 introduces representative information on libraries/media centers across states. The introduction to each of the five sections summarizes data available from SASS and highlights specific data displayed in *SASS by State*. The bar graphs and maps following each table can be copied as overhead transparencies or hand-outs for presentations comparing a state's data with other states or the nation. They illustrate state statistics reported in the corresponding table.[3]

The appendices provide state estimates from SASS used to produce the statistics in the tables; standard errors for tables; and background information on the SASS sample, data collection, and definitions of the terms used in this report.

Because all of the statistics in the tables and figures are based on responses from a sample of teachers or administrators, the standard error tables should be consulted to determine the degree of confidence that can be placed on any given statistic. See the Technical Notes in Appendix D for further explanation of standard errors.

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[2] Refer to Appendix E for more information about additional SASS data resources and reports available.

[3] The categories in the maps and the number at the end of each bar have been defined based on the corresponding number in the table, and they may differ because of rounding.

1

Characteristics of Schools and Students

Each state school system must address the particular educational needs of young people in its state. Although school systems in all states aim to prepare young people to become effective and productive members of the American community, putting that aim into practice requires sensitivity to cultural and geographical variations among the states. The environments for learning in large central city schools and small rural schools are quite different. The distributions of minority students and of poverty affect the need for special strategies and programs.

Examples of SASS Analyses

Not all states have the same percentages of elementary, secondary, and combined schools.[1] Table 1.1 and figure 1.1 show this variation. However, there is much wider variation in the percentages of schools (and students) in central cities, suburbs, towns, and rural settings, as shown in tables 1.2-1.3 and figures 1.2-1.4. Table 1.4 and figures 1.5 and 1.6 display the distribution of public school students according to the level of minority enrollment. The percentages of students in each state who are black, Hispanic, Asian, and Native American/Alaska Native are shown in tables 1.5 and figures 1.7-1.11. The relations between percentages of minority students, teachers, and principals are shown in table 1.6, while the variation in minority enrollment according to the type of community is addressed in table 1.7 and figure 1.12.

Table 1.8 and figure 1.13 show a wide variation in the average size of elementary, secondary, and combined schools among states; and table 1.9 and figures 1.14 and 1.15 show the variation in student/teacher ratios among states.

Tables 1.10-1.15 and figures 1.16-1.21 focus on categorical programs in the schools. Variation in participation in Chapter 1 services is shown in table 1.10 and figures 1.16-1.18, and variation in participation in the national free and reduced-price lunch program is shown in table 1.11. Tables 1.12-1.15 and figures 1.19-1.21 show the prevalence of extended day programs in elementary and combined schools in different states, overall and in urban and rural, large and small schools, and in schools with high and low minority enrollment. Finally, tables 1.16-1.18 and figures 1.21-1.26 show variations in average teacher perceptions that physical conflicts among students and weapons possession are moderate or serious problems in their schools, overall and for elementary and secondary, large and small schools.

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[1] Refer to Appendix C for the definition of the elementary, secondary, and combined school categories.

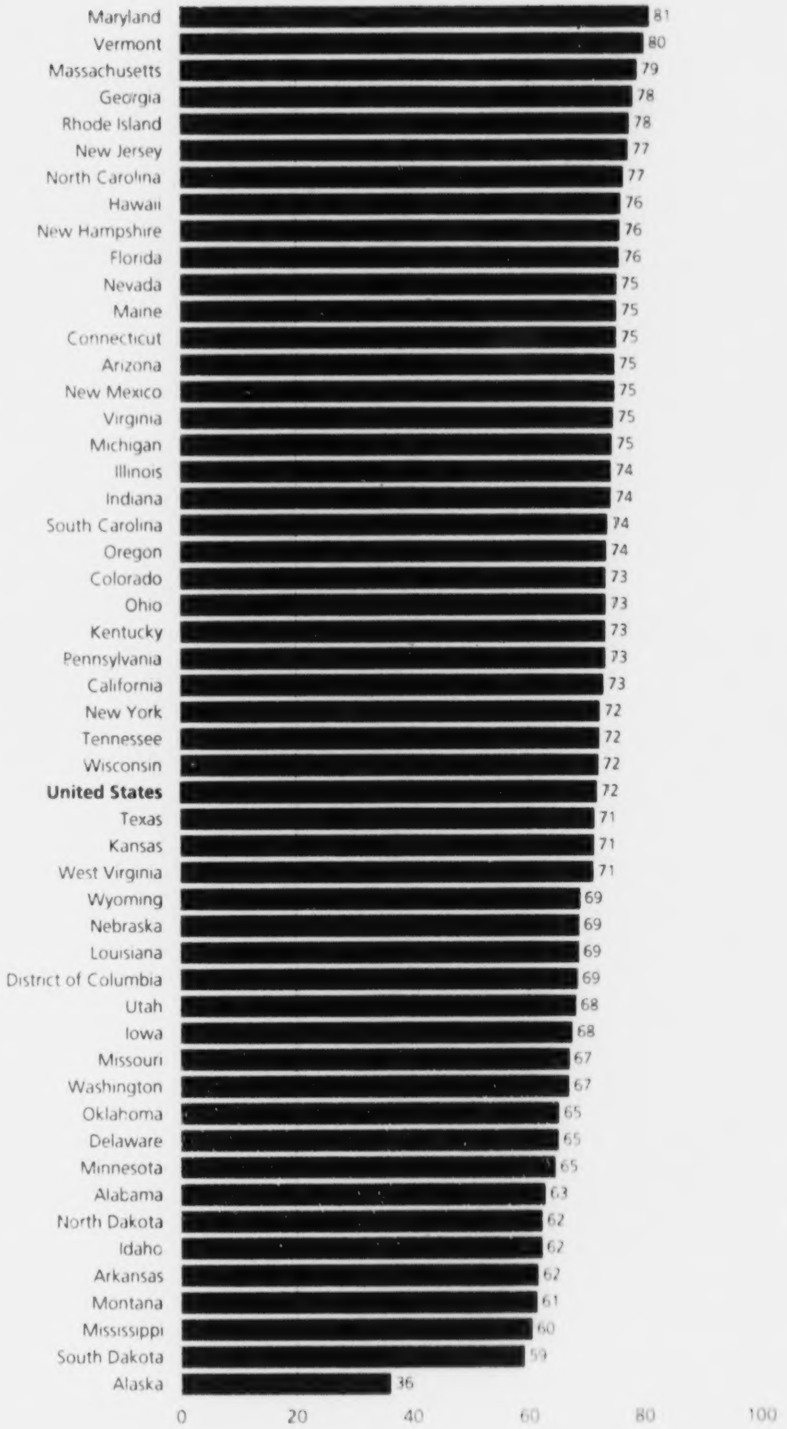
Other Data Available in SASS *SASS by State* highlights only some of the state-level comparisons that can be made using SASS. Characteristics of the teachers in these schools and the classes they teach can be matched to these school and student characteristics to assess the services being provided by schools. Additional questions about differential needs for and uses of extended-day programs can be answered by further analyses of the SASS data. Perceptions of the conditions of teaching, salaries and satisfaction of teachers, perceptions by principals and teachers of the seriousness of over a dozen potential problems in schools, ranging from tardiness and student apathy to alcohol and crime, can be compared to variations in services provided to students, including those mentioned in this chapter as well as others, including special education and services for students with limited English proficiency.

Table 1.1 Percentage of Public Schools by Level of School, by State: 1993-94

	Elementary Schools	Secondary Schools	Combined Schools
United States	71.9	24.3	3.8
Alabama	62.8	22.1	15.1
Alaska	36.1	20.0	43.9
Arizona	75.1	23.7	1.2
Arkansas	61.6	37.9	0.6
California	73.1	23.0	3.9
Colorado	73.5	25.0	1.6
Connecticut	75.3	23.8	0.9
Delaware	65.1	25.2	9.7
District of Columbia	68.5	24.7	6.8
Florida	75.9	17.3	6.8
Georgia	78.3	18.9	2.9
Hawaii	76.1	18.7	5.2
Idaho	62.3	32.5	5.2
Illinois	74.4	22.8	2.7
Indiana	74.4	24.6	1.1
Iowa	67.6	29.9	2.5
Kansas	71.4	27.4	1.2
Kentucky	73.4	20.8	5.7
Louisiana	68.7	21.0	10.3
Maine	75.4	22.5	2.0
Maryland	81.2	17.7	1.1
Massachusetts	78.9	20.4	0.7
Michigan	74.5	22.1	3.3
Minnesota	64.6	32.5	2.9
Mississippi	60.5	30.9	8.6
Missouri	67.1	30.5	2.4
Montana	61.4	38.5	0.1
Nebraska	68.8	28.3	2.9
Nevada	75.4	20.9	3.7
New Hampshire	76.0	19.1	5.0
New Jersey	77.4	19.2	3.4
New Mexico	75.0	24.7	0.3
New York	72.4	21.9	5.7
North Carolina	76.5	20.9	2.5
North Dakota	62.3	35.9	1.8
Ohio	73.5	24.7	1.8
Oklahoma	65.3	34.4	0.4
Oregon	73.6	24.2	2.2
Pennsylvania	73.4	24.5	2.1
Rhode Island	77.6	17.8	4.5
South Carolina	73.8	25.1	1.2
South Dakota	59.1	40.0	0.9
Tennessee	72.3	23.3	4.3
Texas	71.5	22.0	6.5
Utah	68.3	28.4	3.4
Vermont	80.2	15.7	4.1
Virginia	74.8	22.2	3.0
Washington	67.0	27.2	5.8
West Virginia	71.2	25.1	3.6
Wisconsin	72.2	26.3	1.5
Wyoming	69.0	31.0	0.0

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Figure1.1 Percentage of Elementary Schools Among All Public Schools, by State: 1993-94



Source U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

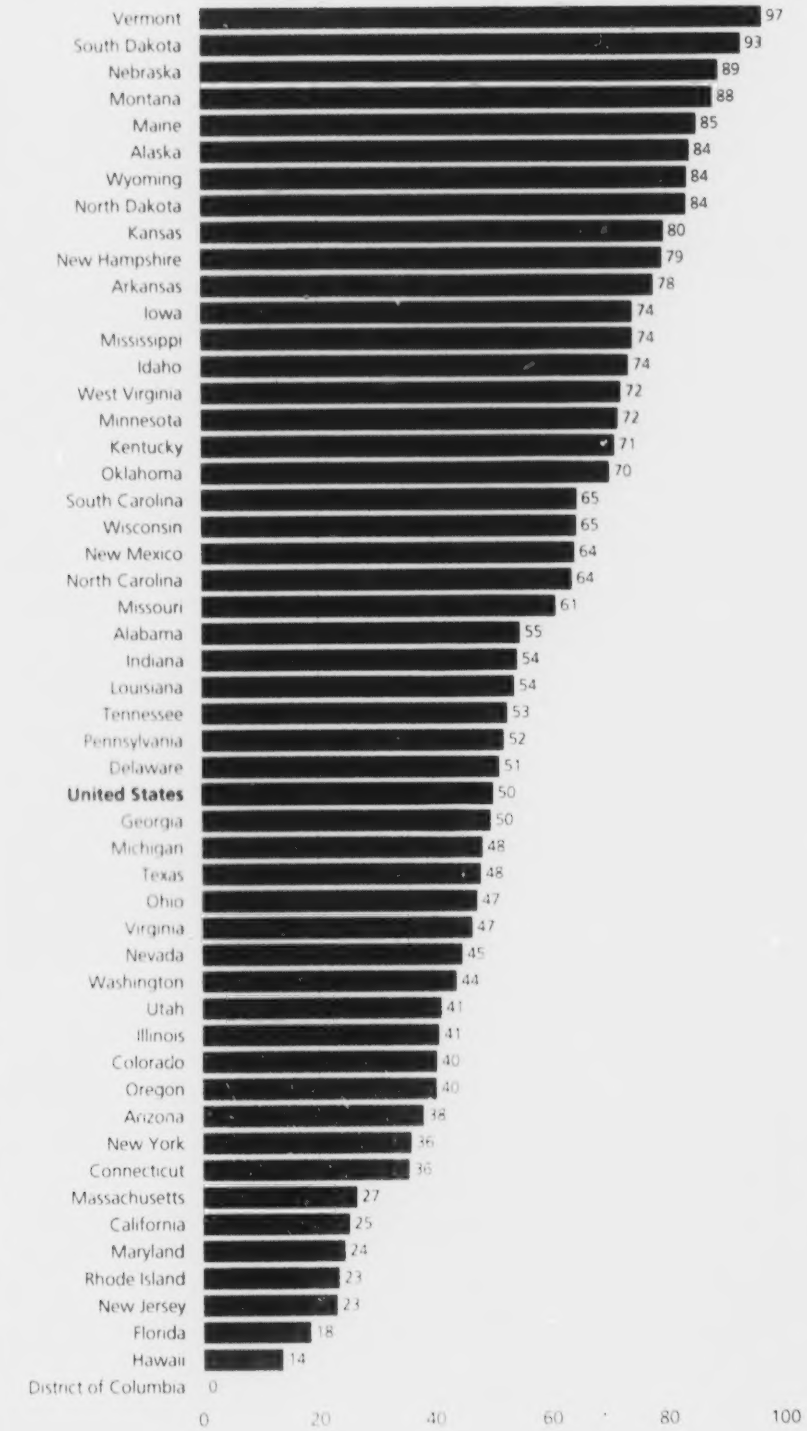
Table 1.2
Percentage of Public Schools by Community Type, by State: 1993-94

	[illegible]	[illegible]	[illegible]	[illegible]
United States	23.3	26.6	22.7	27.4
Alabama	20.1	25.1	26.2	28.6
Alaska	14.3	1.6	22.0	62.1
Arizona	45.9	16.1	24.3	13.6
Arkansas	15.6	6.6	39.0	38.7
California	30.4	44.4	17.2	8.0
Colorado	23.3	36.3	17.3	23.1
Connecticut	30.0	34.5	28.6	6.9
Delaware	9.2	39.6	16.6	34.6
District of Columbia	100.0	0.0	0.0	0.0
Florida	47.1	34.5	5.0	13.4
Georgia	21.3	29.1	27.2	22.5
Hawaii	36.1	50.4	3.7	9.9
Idaho	8.9	17.6	26.9	46.6
Illinois	24.5	34.6	16.1	24.7
Indiana	23.5	22.1	30.8	23.5
Iowa	17.1	8.7	26.3	47.9
Kansas	11.2	9.1	12.5	67.2
Kentucky	13.9	15.0	34.4	36.7
Louisiana	29.8	16.3	30.1	23.8
Maine	7.9	6.8	44.4	40.9
Maryland	15.8	59.8	7.5	16.9
Massachusetts	24.0	49.4	19.2	7.3
Michigan	20.1	31.6	21.0	27.3
Minnesota	7.6	20.7	21.7	50.0
Mississippi	10.5	15.3	33.1	41.1
Missouri	11.1	27.8	21.8	39.3
Montana	6.5	5.4	18.7	69.4
Nebraska	6.8	4.1	24.6	64.4
Nevada	45.3	9.9	11.9	32.9
New Hampshire	13.1	7.6	50.0	29.3
New Jersey	14.7	62.3	16.1	7.0
New Mexico	16.8	18.9	31.4	32.9
New York	34.0	30.0	25.0	10.9
North Carolina	25.2	11.2	26.8	36.8
North Dakota	11.0	5.5	11.6	71.9
Ohio	22.7	29.9	16.2	31.1
Oklahoma	15.7	14.2	23.2	46.9
Oregon	19.3	40.3	21.1	19.3
Pennsylvania	15.3	32.7	43.9	8.1
Rhode Island	28.4	48.2	20.7	2.7
South Carolina	18.4	17.0	34.1	30.5
South Dakota	4.2	2.8	14.6	78.4
Tennessee	23.7	23.6	30.4	22.3
Texas	37.7	14.3	23.9	24.1
Utah	21.1	37.8	20.2	20.9
Vermont	3.3	—	48.7	48.0
Virginia	26.2	27.4	13.8	32.7
Washington	27.4	28.8	16.6	27.2
West Virginia	15.0	12.8	22.5	49.7
Wisconsin	22.5	12.9	21.4	43.1
Wyoming	7.5	8.9	40.7	42.9

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Figure 1.2 Percentage of Public Schools in Small Town/Rural Areas, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

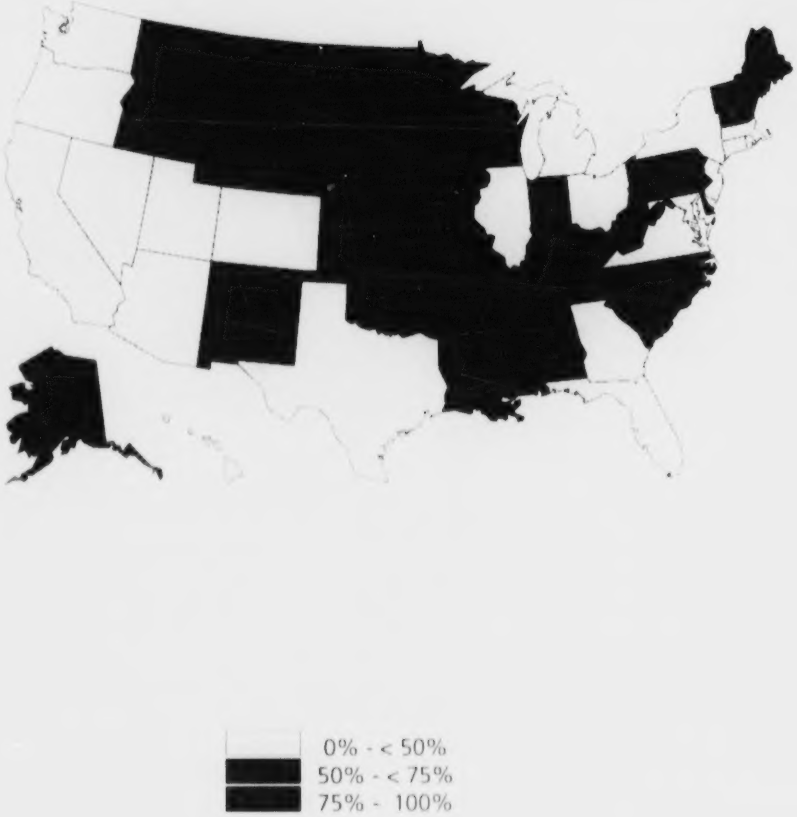


Figure 1.3
Percentage of Public Schools in Small Town/Rural Areas, by State: 1993-94

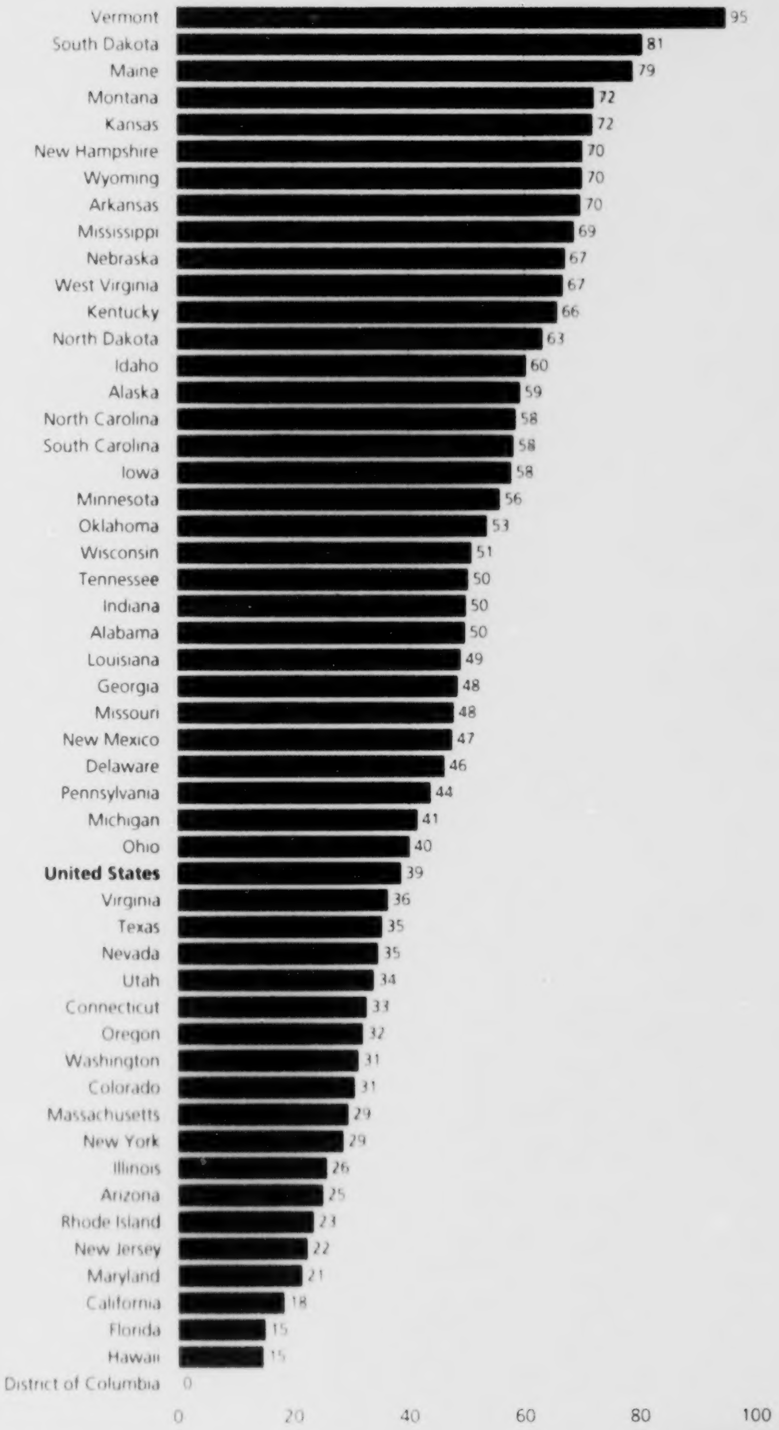
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Table 1.3 Percentage of Public School Students by Community Type, by State: 1993-94

[illegible]	Central City	Urban Fringe/ Large Town	Small Town	Rural
United States	29.1	32.4	21.5	16.9
Alabama	20.1	30.3	24.1	25.5
Alaska	34.8	6.0	35.2	24.1
Arizona	55.3	19.6	19.0	6.1
Arkansas	22.0	8.3	43.6	26.1
California	31.8	49.8	14.3	4.1
Colorado	28.2	41.3	16.8	13.8
Connecticut	32.6	34.8	27.9	4.7
Delaware	12.0	41.9	12.1	33.9
District of Columbia	100.0	0.0	0.0	0.0
Florida	48.6	36.4	4.8	10.2
Georgia	19.7	32.0	28.9	19.5
Hawaii	31.6	53.7	3.5	11.3
Idaho	13.2	26.5	31.9	28.4
Illinois	32.2	42.1	13.2	12.5
Indiana	23.4	26.9	28.7	21.0
Iowa	30.0	12.4	26.3	31.3
Kansas	12.0	16.2	15.3	56.5
Kentucky	17.5	16.8	36.6	29.1
Louisiana	32.1	19.1	30.3	18.6
Maine	12.6	8.4	52.1	26.8
Maryland	13.9	64.6	7.0	14.4
Massachusetts	24.7	45.8	20.6	8.8
Michigan	21.0	37.6	20.3	21.0
Minnesota	10.9	33.4	24.1	31.5
Mississippi	11.4	20.0	33.0	35.6
Missouri	12.5	39.9	20.4	27.3
Montana	17.2	10.7	35.3	36.8
Nebraska	22.2	10.8	25.5	41.5
Nevada	55.9	9.5	12.1	22.5
New Hampshire	20.6	9.4	54.5	15.5
New Jersey	18.6	59.0	16.1	6.3
New Mexico	28.0	24.6	33.5	13.9
New York	43.5	27.9	19.7	8.9
North Carolina	27.5	14.0	26.3	32.1
North Dakota	24.7	12.1	20.7	42.4
Ohio	26.6	33.4	13.7	26.3
Oklahoma	21.1	25.5	25.7	27.8
Oregon	24.5	43.5	23.9	8.1
Pennsylvania	17.4	38.9	37.2	6.5
Rhode Island	30.5	46.0	20.3	3.2
South Carolina	17.1	24.8	37.9	20.1
South Dakota	12.7	6.6	31.3	49.3
Tennessee	27.1	22.7	29.3	20.8
Texas	45.8	18.9	22.7	12.5
Utah	21.0	45.1	17.8	16.0
Vermont	4.9	0.0	66.5	28.6
Virginia	33.2	30.5	12.4	23.9
Washington	29.5	39.2	15.9	15.3
West Virginia	18.5	14.8	25.1	41.6
Wisconsin	34.4	14.9	23.5	27.2
Wyoming	14.0	16.0	50.1	19.9

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Figure 1.4 Percentage of Public School Students in Small Towns/Rural Areas, by State: 1993-94



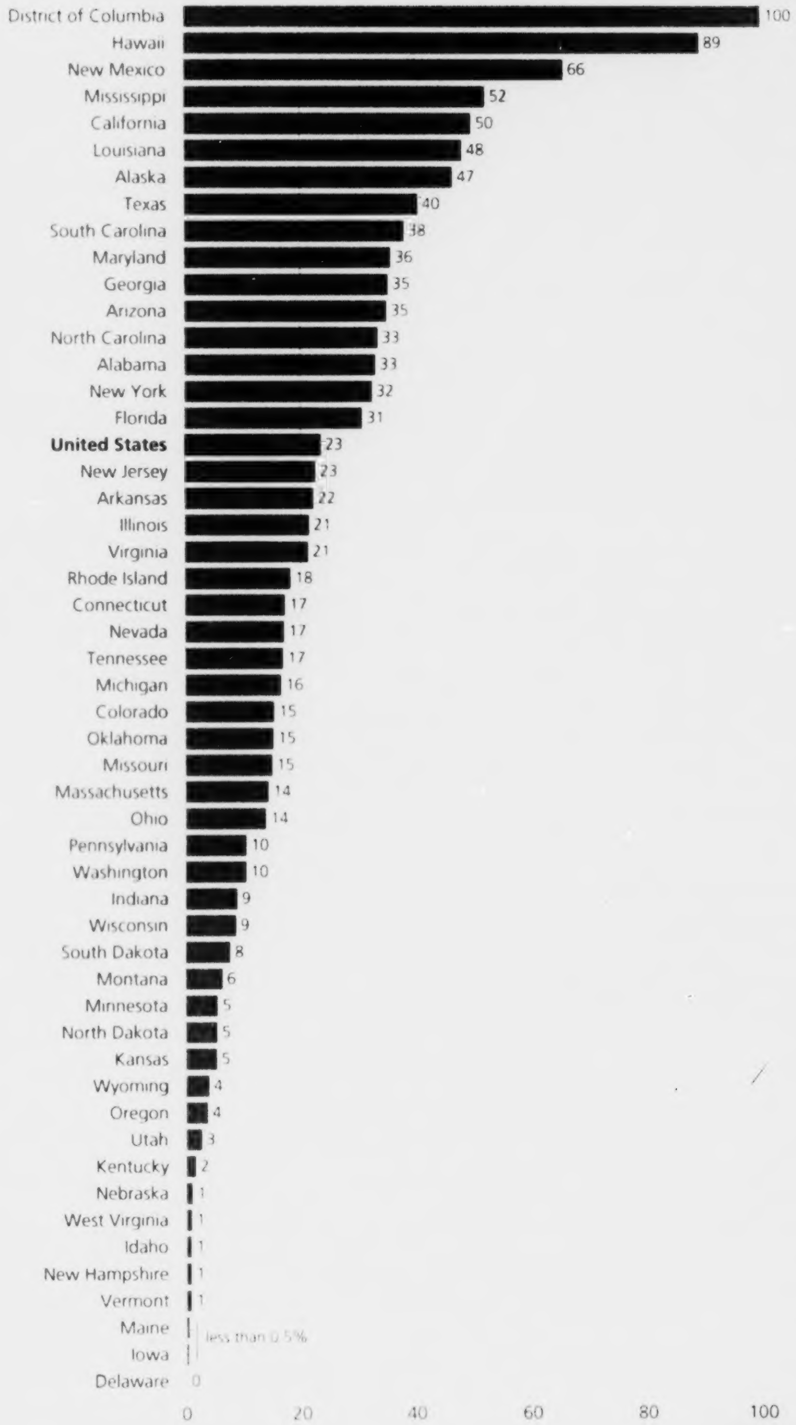
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Table 1.4
Percentage of Public School Students by Level of School Minority Enrollment, by State: 1993-94

	Less than 20% Minority	Between 20 and 50% Minority	50% or More Minority
United States	55.5	21.1	23.4
Alabama	33.3	33.6	33.0
Alaska	27.3	26.2	46.5
Arizona	31.7	33.3	35.0
Arkansas	52.7	25.1	22.2
California	21.1	29.1	49.8
Colorado	59.1	25.6	15.3
Connecticut	66.2	16.7	17.2
Delaware	5.3	94.7	0.0
District of Columbia	0.0	0.0	100.0
Florida	27.2	42.0	30.7
Georgia	36.3	28.5	35.2
Hawaii	1.9	8.7	89.4
Idaho	91.2	8.0	0.8
Illinois	59.3	19.2	21.5
Indiana	79.3	11.9	8.9
Iowa	93.0	6.7	0.3
Kansas	78.8	15.9	5.3
Kentucky	80.5	17.9	1.6
Louisiana	16.3	35.5	48.2
Maine	99.5	0.0	0.5
Maryland	38.5	25.8	35.7
Massachusetts	72.4	13.3	14.3
Michigan	74.7	8.8	16.5
Minnesota	89.1	5.4	5.4
Mississippi	15.0	32.9	52.2
Missouri	75.0	10.1	14.9
Montana	88.4	5.3	6.3
Nebraska	94.9	4.1	1.0
Nevada	46.8	36.1	17.0
New Hampshire	99.2	0.0	0.8
New Jersey	57.5	19.9	22.6
New Mexico	9.6	24.7	65.7
New York	57.4	10.2	32.4
North Carolina	33.2	33.3	33.5
North Dakota	90.3	4.3	5.4
Ohio	74.5	11.7	13.8
Oklahoma	39.7	45.1	15.1
Oregon	86.6	9.7	3.7
Pennsylvania	73.5	16.1	10.4
Rhode Island	72.2	9.6	18.2
South Carolina	15.1	46.9	38.0
South Dakota	87.0	5.4	7.6
Tennessee	63.5	19.7	16.8
Texas	23.1	36.5	40.5
Utah	85.1	12.2	2.7
Vermont	99.2	0.0	0.8
Virginia	47.8	30.9	21.3
Washington	66.8	22.8	10.4
West Virginia	95.3	3.9	0.9
Wisconsin	82.5	8.9	8.6
Wyoming	88.0	8.1	4.0

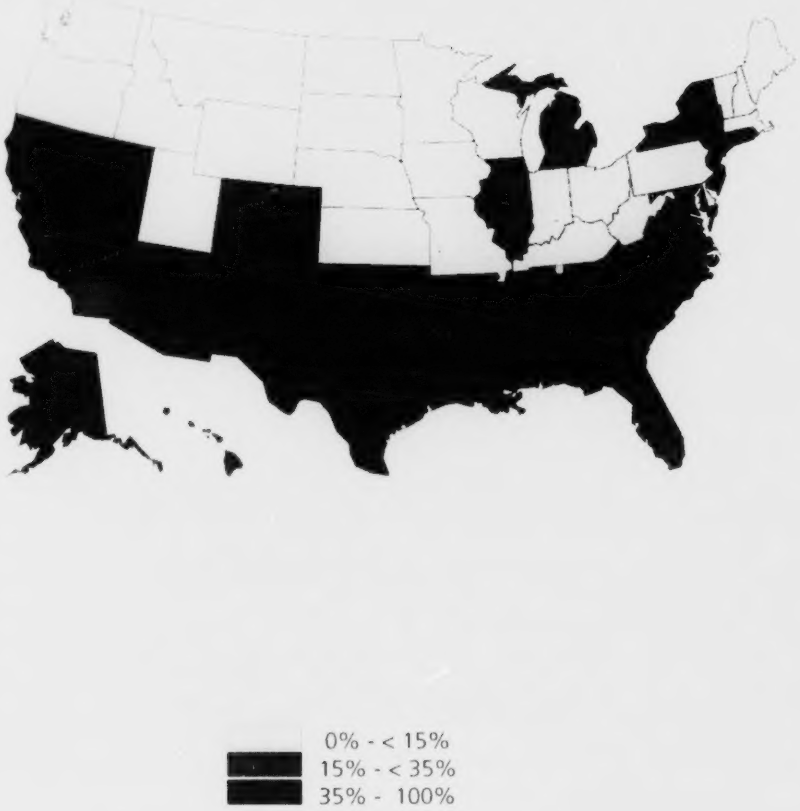
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

**Figure 1.5
Percentage of Public School Students in Schools with 50% or More Minority Enrollment, by State: 1993-94**



Source U S Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Figure 1.6
Percentage of Public School Students in Schools with 50% or More Minority Enrollment, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

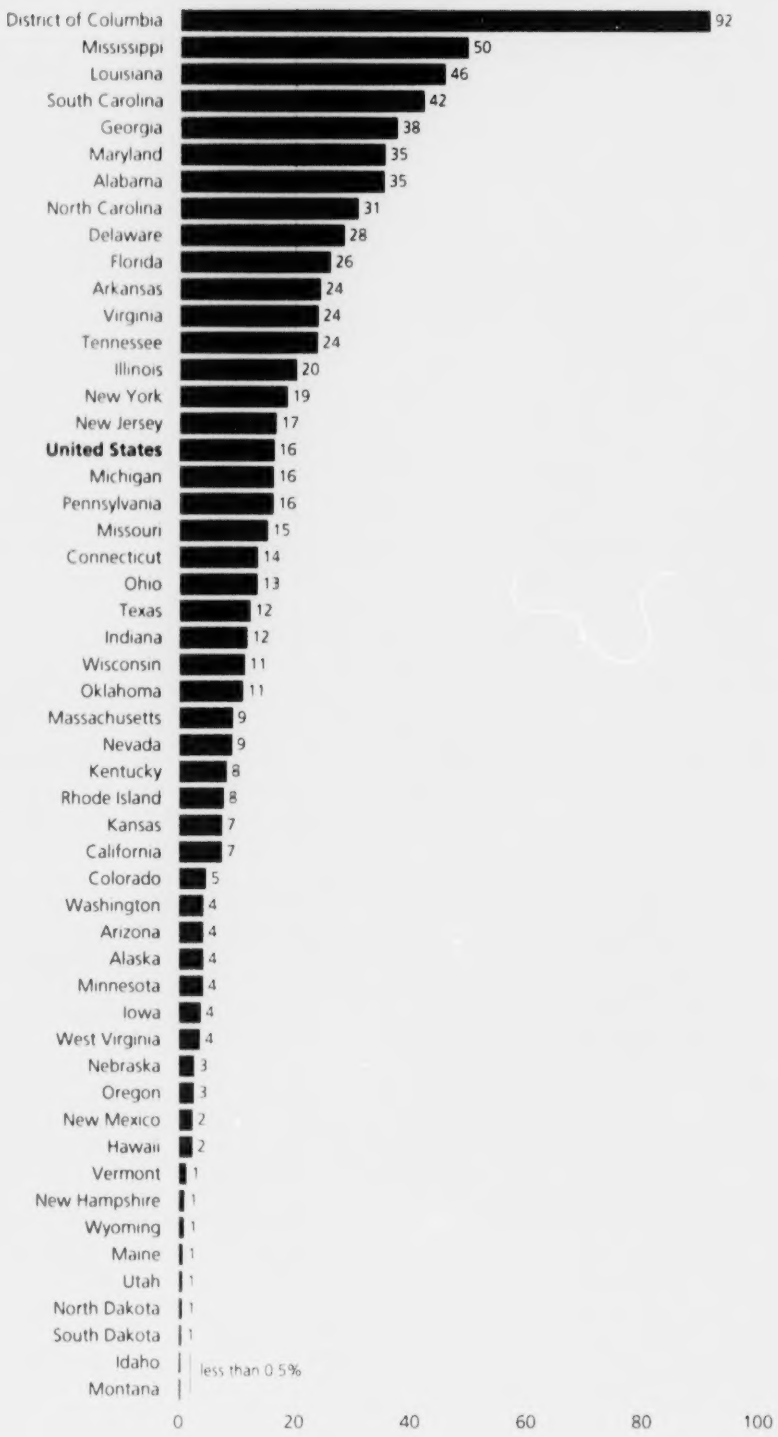
Table 1.5 Percentage of Public School Students by Race-Ethnicity, by State: 1993-94

	White	Black	Hispanic	Asian	American Indian	Total Minority
United States	67.3	16.3	11.9	3.4	1.1	32.7
Alabama	63.0	35.3	0.4	0.4	0.9	37.0
Alaska	66.0	4.2	2.3	3.7	23.9	34.0
Arizona	59.9	4.2	26.4	1.6	7.9	40.1
Arkansas	73.8	24.3	0.8	0.6	0.4	26.2
California	45.8	7.4	35.5	10.4	0.9	54.2
Colorado	74.3	4.7	17.7	2.3	1.0	25.7
Connecticut	75.7	13.5	8.3	2.2	0.2	24.3
Delaware	65.9	28.4	3.8	1.7	0.2	34.1
District of Columbia	1.5	91.6	5.8	0.9	#	98.5
Florida	59.2	26.0	13.4	1.3	0.1	40.8
Georgia	59.4	37.5	1.8	1.2	0.1	40.6
Hawaii	21.6	2.4	3.6	71.7	0.6	78.4
Idaho	90.6	0.4	7.2	0.8	1.0	9.4
Illinois	67.8	20.2	9.9	2.0	0.1	32.2
Indiana	85.9	11.7	1.6	0.7	0.1	14.1
Iowa	92.6	3.8	1.7	1.6	0.4	7.5
Kansas	84.6	7.4	5.4	1.5	1.1	15.4
Kentucky	90.9	8.2	0.3	0.6	0.1	9.1
Louisiana	51.2	45.8	1.1	1.5	0.4	48.8
Maine	97.7	0.7	0.4	0.7	0.5	2.3
Maryland	58.7	35.4	2.3	3.4	0.3	41.3
Massachusetts	78.7	9.2	9.0	3.0	0.2	21.3
Michigan	79.2	16.2	2.3	1.5	0.9	20.8
Minnesota	88.7	4.2	1.6	3.5	2.1	11.3
Mississippi	49.0	49.7	0.2	0.8	0.4	51.1
Missouri	81.9	15.2	1.1	1.6	0.2	18.1
Montana	86.5	0.4	1.1	0.8	11.2	13.6
Nebraska	92.8	2.7	2.6	1.0	1.0	7.2
Nevada	71.0	9.1	14.7	3.2	1.9	29.0
New Hampshire	96.8	1.0	0.9	1.2	0.2	3.3
New Jersey	65.7	16.7	13.4	4.1	0.1	34.3
New Mexico	39.9	2.4	46.4	1.2	10.0	60.1
New York	57.9	18.6	16.7	6.3	0.4	42.1
North Carolina	65.8	30.8	1.2	0.9	1.3	34.2
North Dakota	91.4	0.6	1.3	0.7	6.0	8.6
Ohio	84.2	13.5	1.4	0.9	0.1	15.8
Oklahoma	71.6	11.0	3.3	1.2	13.0	28.4
Oregon	86.3	2.6	5.8	2.8	2.4	13.7
Pennsylvania	79.9	16.2	2.4	1.5	0.1	20.1
Rhode Island	79.3	7.7	8.6	4.0	0.5	20.7
South Carolina	55.9	42.1	1.0	0.8	0.1	44.1
South Dakota	87.8	0.5	0.5	0.6	10.6	12.2
Tennessee	75.0	23.8	0.4	0.7	0.1	25.0
Texas	50.6	12.2	35.2	1.9	0.2	49.5
Utah	91.1	0.7	4.5	2.1	1.7	8.9
Vermont	96.8	1.3	0.4	1.3	0.2	3.2
Virginia	70.2	23.9	2.7	3.1	0.1	29.8
Washington	79.7	4.2	7.0	6.5	2.6	20.3
West Virginia	95.6	3.7	0.2	0.4	0.1	4.4
Wisconsin	82.2	11.3	2.9	2.1	1.4	17.8
Wyoming	89.9	0.9	6.0	0.6	2.6	10.1

less than 0.05%

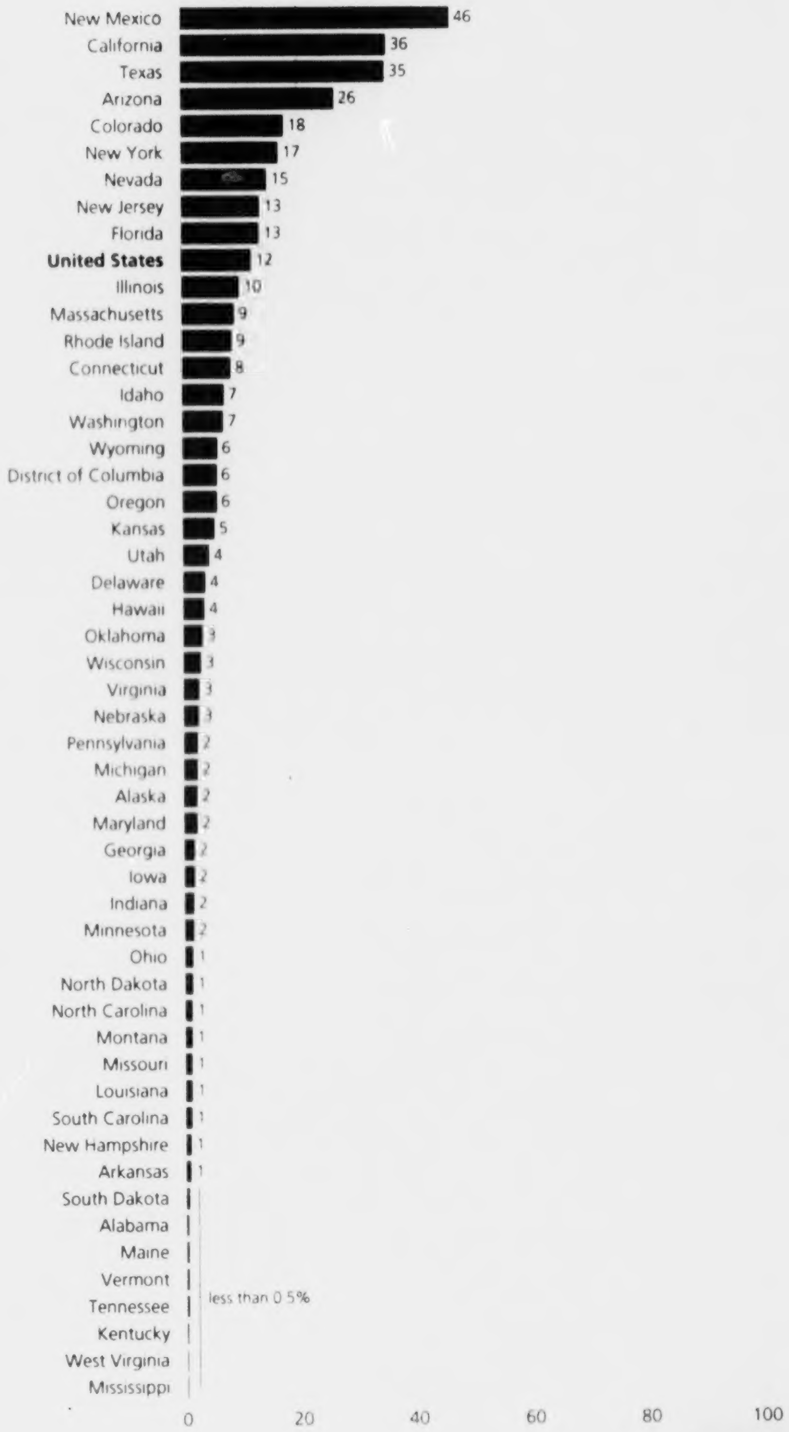
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Figure 1.7
Percentage of Public School Students Who Are Black, by State: 1993-94



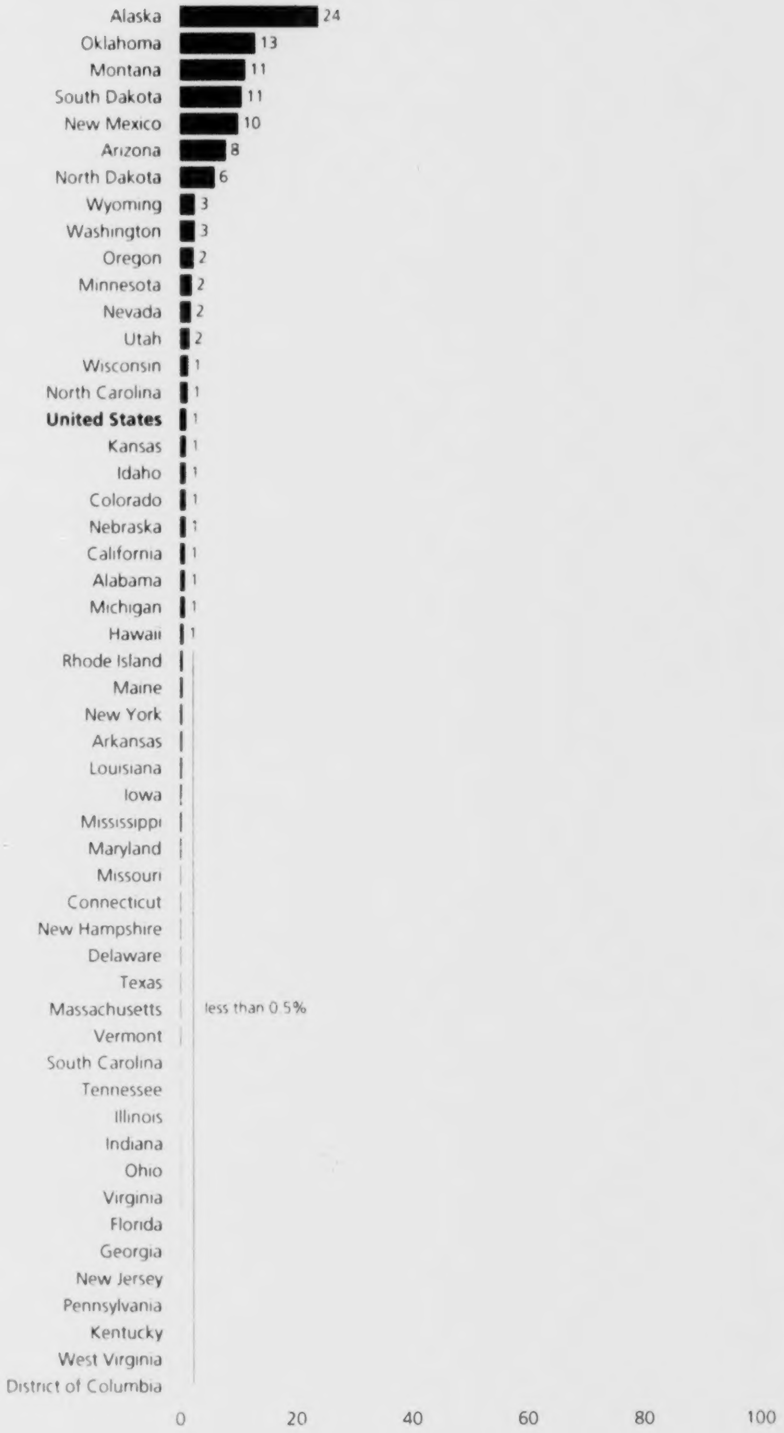
Source U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Figure 1.8 Percentage of Public School Students Who Are Hispanic, by State: 1993-94



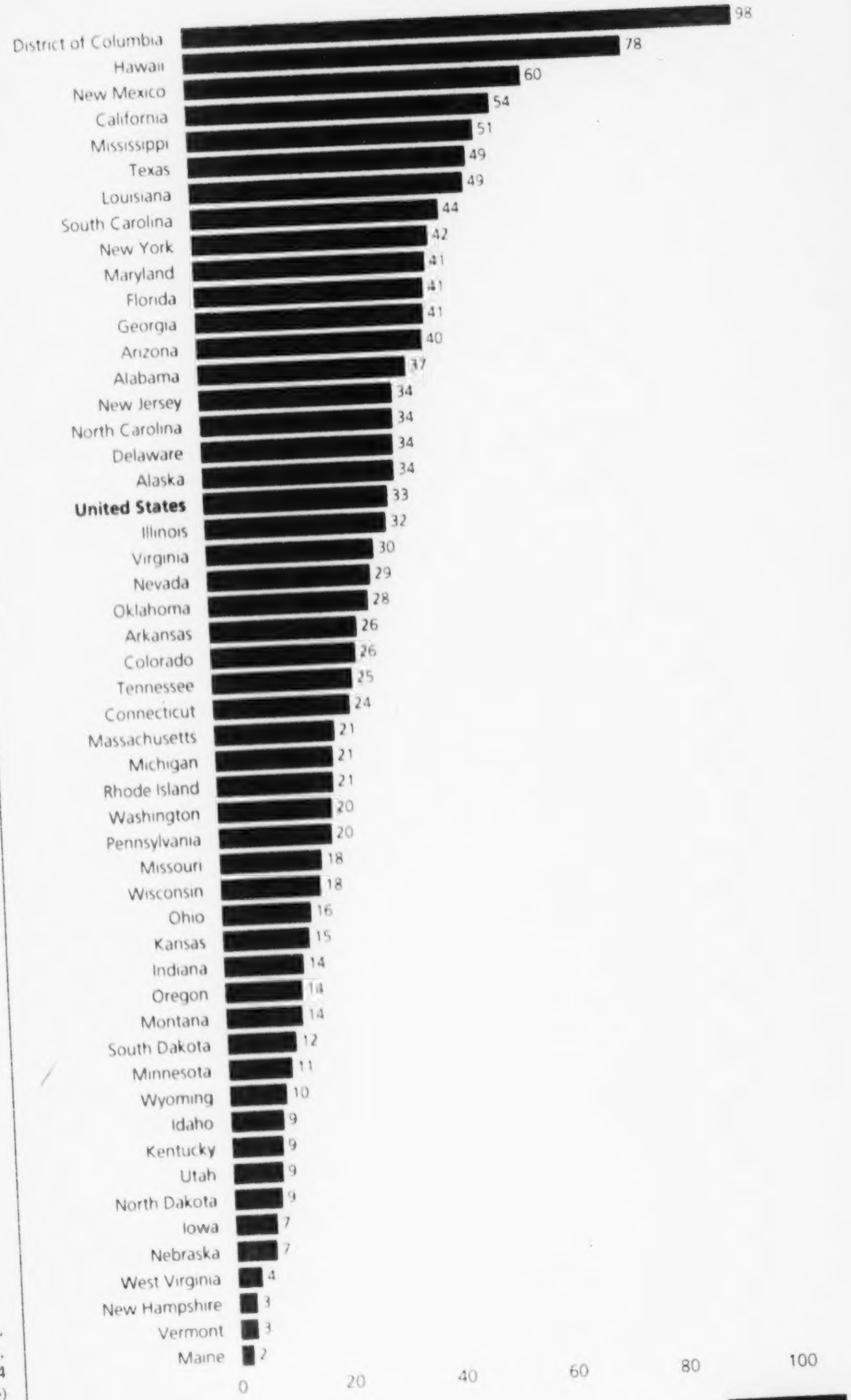
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Figure1.9 Percentage of Public School Students Who Are American Indian/ Alaskan Native, by State: 1993-94



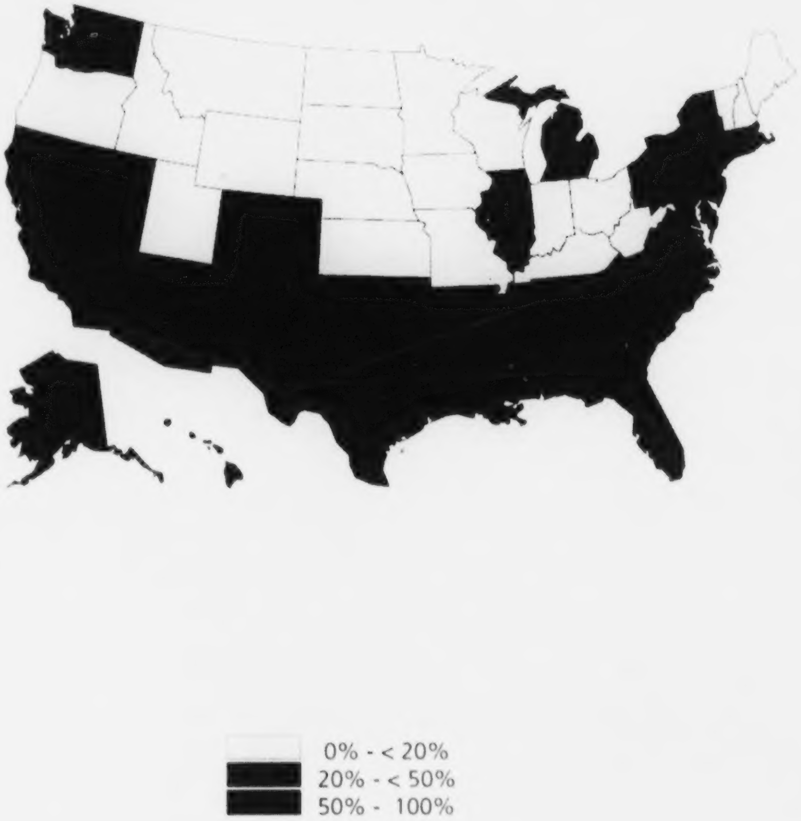
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Figure 1.10 Percentage of Public School Students Who Are Minority, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

**Figure 1.11
Percentage of Public
School Students Who
Are Minority,
by State: 1993-94**



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Table 1.6 Percentage of Minority Students, Teachers, and Principals in Public Schools, by State: 1993-94

	Minority Students	Minority Teachers	Minority Principals
United States	32.7	13.5	15.7
Alabama	37.0	19.2	21.0
Alaska	34.0	10.7	12.7
Arizona	40.1	15.9	22.7
Arkansas	26.2	12.4	16.5
California	54.2	20.7	25.7
Colorado	25.7	10.3	15.2
Connecticut	24.3	5.3	11.7
Delaware	34.1	11.8	19.3
District of Columbia	98.5	87.2	100.0
Florida	40.8	22.9	23.1
Georgia	40.6	24.8	26.1
Hawaii	78.4	76.8	80.4
Idaho	9.4	2.4	2.4
Illinois	32.2	13.4	17.9
Indiana	14.1	4.5	10.5
Iowa	7.4	2.2	2.9
Kansas	15.4	3.3	5.7
Kentucky	9.1	5.7	4.3
Louisiana	48.8	24.5	35.9
Maine	2.3	0.5	0.2
Maryland	41.3	17.5	24.7
Massachusetts	21.3	7.4	5.5
Michigan	20.8	9.9	18.7
Minnesota	11.3	2.3	3.8
Mississippi	51.0	23.9	29.5
Missouri	18.1	8.4	9.5
Montana	13.5	3.8	4.8
Nebraska	7.2	0.6	5.9
Nevada	29.0	12.6	14.5
New Hampshire	3.2	1.6	0.8
New Jersey	34.3	9.8	12.5
New Mexico	60.1	26.5	41.1
New York	42.1	15.3	15.1
North Carolina	34.2	16.9	19.9
North Dakota	8.6	2.0	1.3
Ohio	15.8	6.7	7.9
Oklahoma	28.4	11.9	11.5
Oregon	13.7	4.3	7.3
Pennsylvania	20.1	7.6	10.4
Rhode Island	20.7	3.2	2.1
South Carolina	44.1	18.3	19.1
South Dakota	12.2	1.4	1.6
Tennessee	25.0	15.8	16.5
Texas	49.4	18.9	23.6
Utah	8.9	4.1	5.6
Vermont	3.2	2.3	0.7
Virginia	29.8	16.3	19.7
Washington	20.3	5.1	11.6
West Virginia	4.4	2.2	4.3
Wisconsin	17.8	2.7	6.8
Wyoming	10.1	4.0	0.7

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School, Public School Teacher, and Public School Principal Questionnaires)

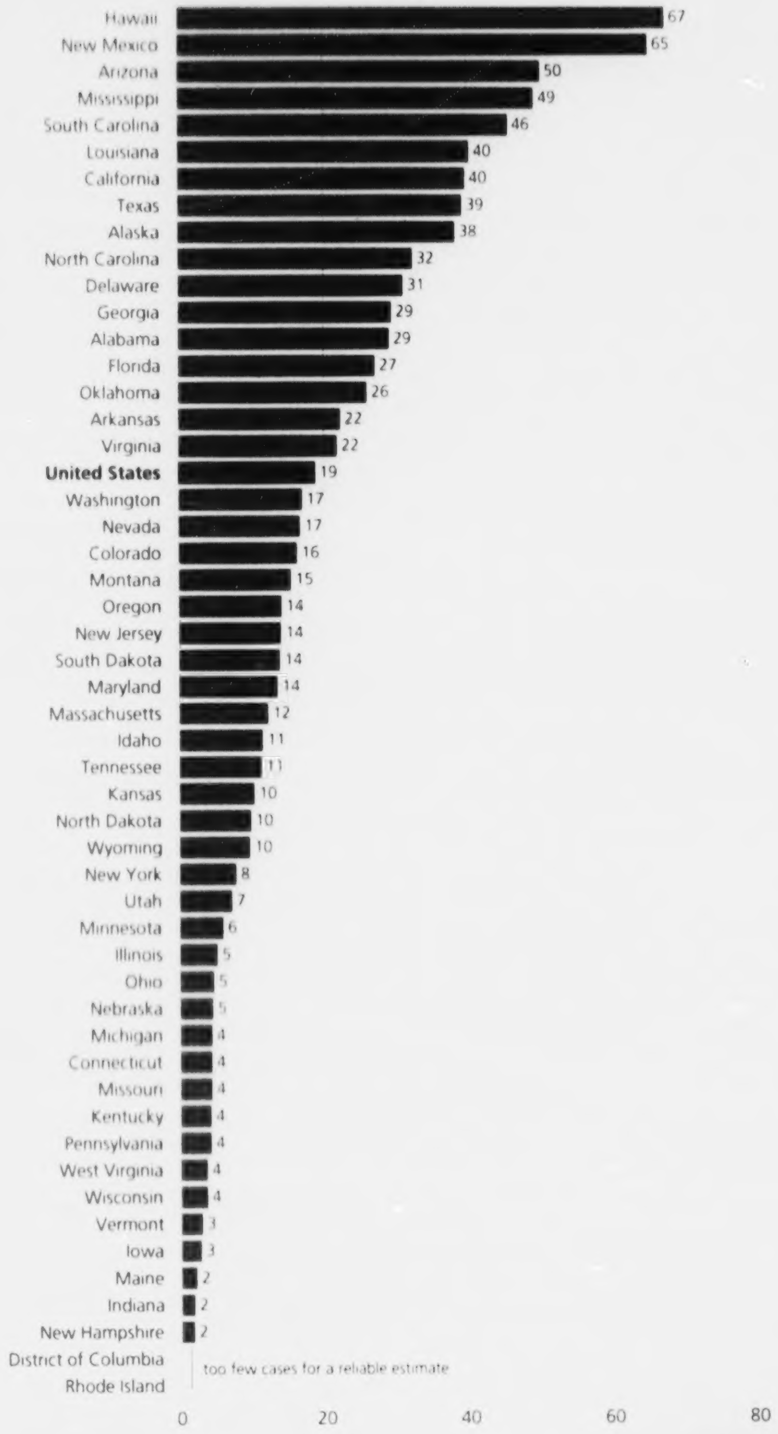
Table 1.7 Percentage of Public School Students Who Are Minority by Community Type, by State: 1993-94

[illegible]	Central City	Urban Fringe/ Large Town	Small Town/ Rural
United States	54.2	29.9	18.8
Alabama	50.1	41.2	29.1
Alaska	29.4	—	38.3
Arizona	38.5	31.8	50.2
Arkansas	38.6	—	22.3
California	71.7	48.4	39.7
Colorado	42.9	20.9	16.3
Connecticut	52.5	16.5	4.3
Delaware	—	35.7	31.0
District of Columbia	98.5	†	†
Florida	44.7	41.4	27.1
Georgia	66.2	41.8	29.4
Hawaii	83.8	78.2	67.4
Idaho	5.9	6.6	11.4
Illinois	68.8	20.8	5.1
Indiana	34.8	18.9	1.8
Iowa	16.4	7.7	2.7
Kansas	42.8	18.0	10.3
Kentucky	20.9	16.1	4.2
Louisiana	66.3	41.1	40.3
Maine	—	—	2.1
Maryland	73.5	43.6	13.5
Massachusetts	40.0	17.1	12.2
Michigan	60.7	16.7	4.4
Minnesota	—	15.1	5.9
Mississippi	70.0	46.3	49.3
Missouri	—	28.7	4.3
Montana	10.0	6.8	15.4
Nebraska	14.5	—	4.5
Nevada	34.7	40.3	16.7
New Hampshire	—	2.8	1.7
New Jersey	74.1	29.5	14.0
New Mexico	60.2	50.4	65.1
New York	78.6	20.3	7.8
North Carolina	38.3	33.7	32.4
North Dakota	7.1	—	9.8
Ohio	34.3	14.5	4.6
Oklahoma	33.4	29.4	26.0
Oregon	18.8	10.4	14.1
Pennsylvania	52.8	23.3	4.2
Rhode Island	48.6	11.1	—
South Carolina	50.6	36.2	45.7
South Dakota	5.1	—	13.8
Tennessee	61.3	11.8	11.3
Texas	62.2	37.7	39.3
Utah	16.1	7.0	7.1
Vermont	—	†	2.9
Virginia	45.5	22.2	21.8
Washington	29.4	16.1	16.9
West Virginia	—	2.8	3.6
Wisconsin	40.9	12.5	3.6
Wyoming	5.5	16.3	9.6

— too few cases for a reliable estimate
† not applicable

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Figure 1.12 Percentage of Public School Students Who Are Minority in Small Town/Rural Areas, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

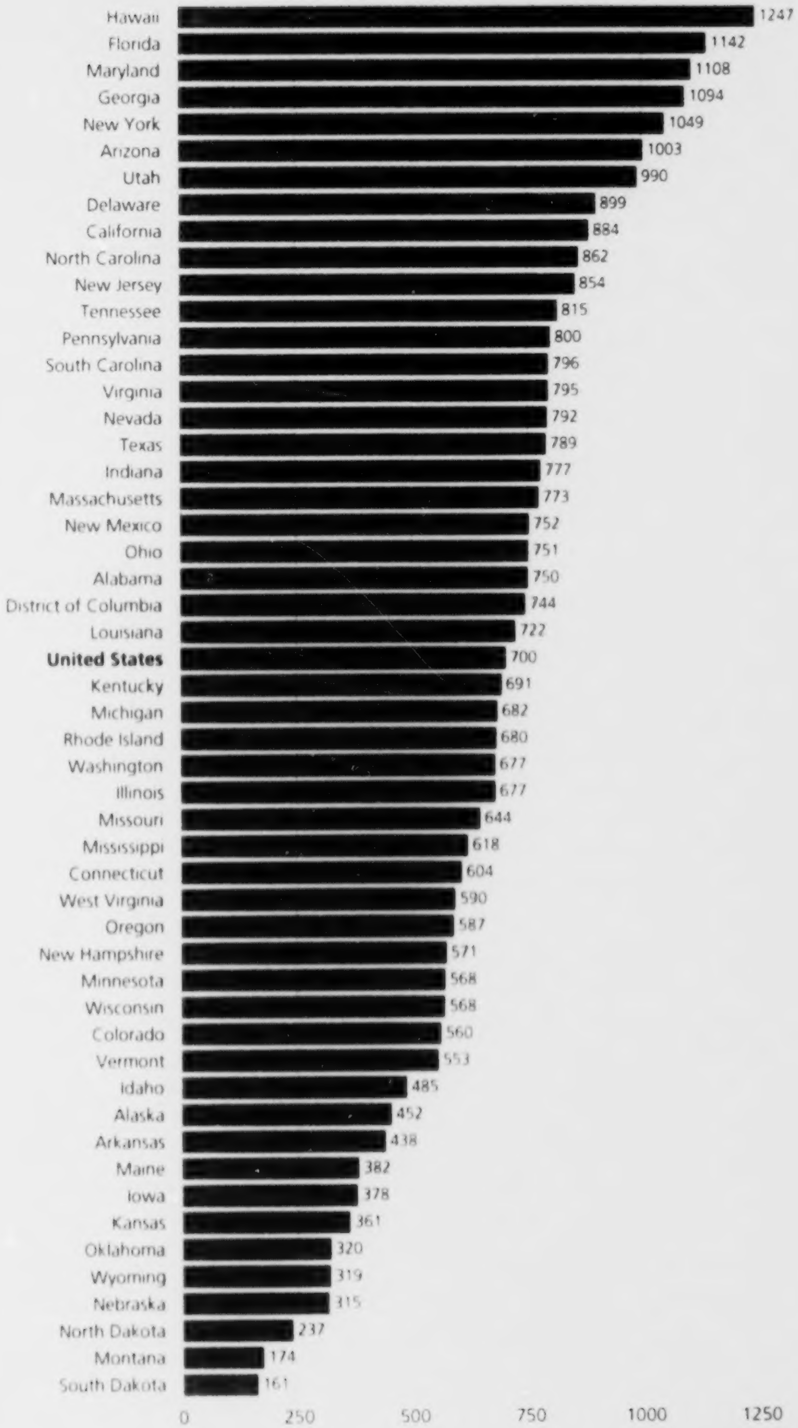
Table 1.8
Average Enrollment of Public Elementary, Secondary, and Combined Schools, by State: 1993-94

	[illegible]	[illegible]	[illegible]
United States	463	700	318
Alabama	509	750	664
Alaska	395	452	75
Arizona	545	1,003	—
Arkansas	413	438	—
California	608	884	231
Colorado	437	560	—
Connecticut	458	604	—
Delaware	618	899	—
District of Columbia	404	744	—
Florida	760	1,142	443
Georgia	594	1,094	754
Hawaii	630	1,247	—
Idaho	344	485	—
Illinois	390	677	195
Indiana	436	777	—
Iowa	293	378	—
Kansas	267	361	—
Kentucky	492	691	—
Louisiana	521	722	367
Maine	260	382	—
Maryland	538	1,108	—
Massachusetts	378	773	—
Michigan	421	682	212
Minnesota	430	568	—
Mississippi	507	618	676
Missouri	372	644	193
Montana	212	174	—
Nebraska	142	315	—
Nevada	607	792	—
New Hampshire	346	571	—
New Jersey	428	854	134
New Mexico	402	752	—
New York	567	1,049	425
North Carolina	497	862	—
North Dakota	179	237	—
Ohio	410	751	—
Oklahoma	334	320	—
Oregon	351	587	—
Pennsylvania	505	800	—
Rhode Island	384	680	—
South Carolina	516	796	—
South Dakota	246	161	—
Tennessee	467	815	560
Texas	536	789	171
Utah	567	990	169
Vermont	230	553	—
Virginia	510	795	—
Washington	459	677	—
West Virginia	277	590	—
Wisconsin	394	568	—
Wyoming	218	318	†

— too few cases for a reliable estimate
† not applicable

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Figure 1.13 Average Enrollment of Public Secondary Schools, by State: 1993-94



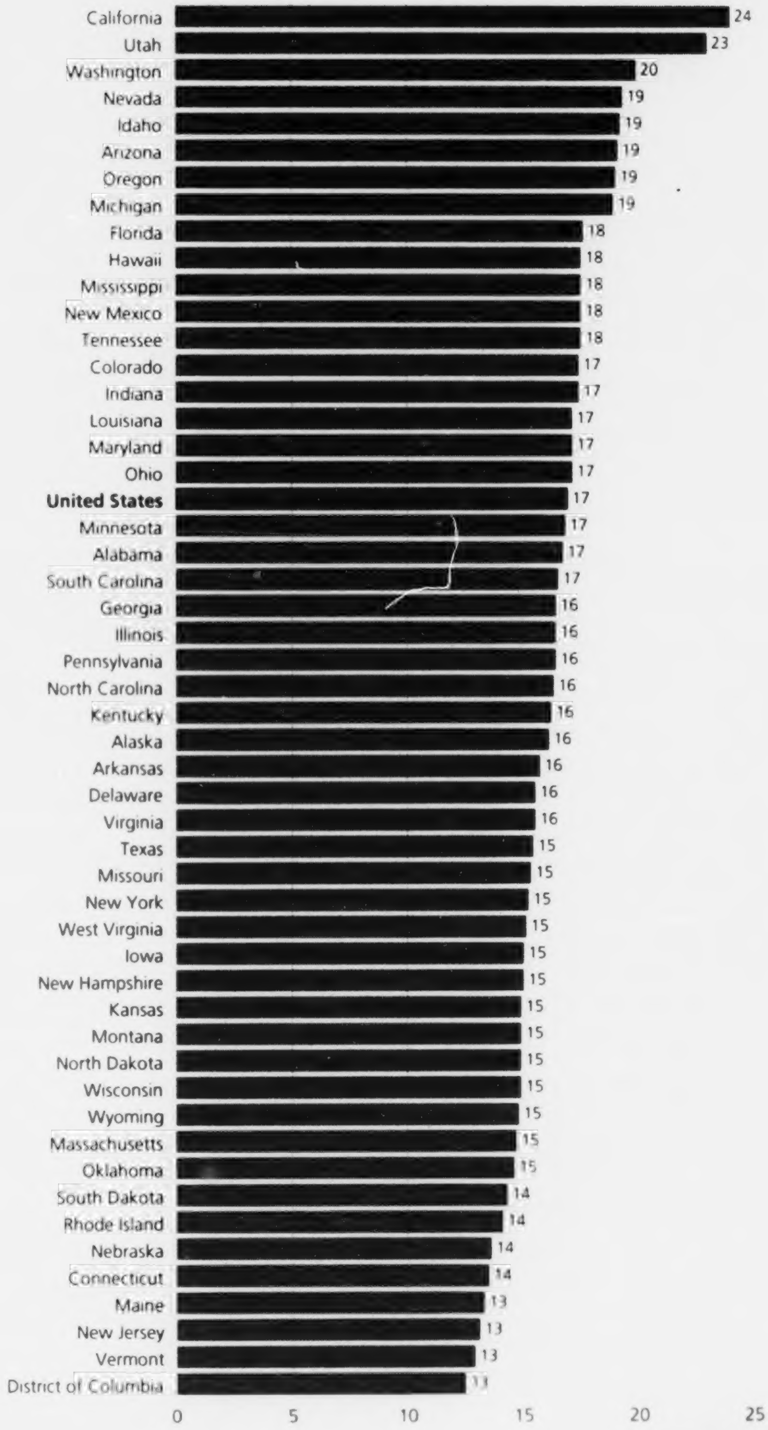
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Table 1.9 Public School Student/Teacher Ratios by Grades, by State: 1993-94

	Grades K-12 and Ungraded	Grades 1-12 Only	Kindergarten Only
United States	16.9	17.0	28.7
Alabama	16.7	17.3	18.8
Alaska	16.1	16.0	17.8
Arizona	19.1	19.7	32.8
Arkansas	15.7	16.0	17.1
California	24.0	25.4	28.6
Colorado	17.4	17.2	38.5
Connecticut	13.5	13.6	31.0
Delaware	15.5	15.3	40.7
District of Columbia	12.5	11.0	41.2
Florida	17.6	18.0	24.8
Georgia	16.4	17.0	21.1
Hawaii	17.5	16.7	35.4
Idaho	19.2	19.0	39.8
Illinois	16.4	16.2	34.3
Indiana	17.4	17.0	36.5
Iowa	15.0	14.8	27.4
Kansas	14.9	14.6	32.3
Kentucky	16.2	15.7	32.2
Louisiana	17.1	18.1	20.7
Maine	13.3	13.3	27.7
Maryland	17.1	16.4	37.7
Massachusetts	14.7	14.7	31.4
Michigan	18.9	18.7	42.3
Minnesota	16.8	16.6	38.0
Mississippi	17.5	17.7	23.7
Missouri	15.3	15.9	24.3
Montana	14.9	14.8	28.4
Nebraska	13.6	13.5	26.0
Nevada	19.3	18.6	46.5
New Hampshire	15.0	14.6	35.5
New Jersey	13.1	13.2	30.1
New Mexico	17.5	18.6	32.0
New York	15.2	14.7	24.7
North Carolina	16.3	16.6	23.7
North Dakota	14.9	14.7	30.0
Ohio	17.1	16.9	38.5
Oklahoma	14.6	14.3	27.8
Oregon	19.0	19.3	39.0
Pennsylvania	16.4	16.1	39.4
Rhode Island	14.1	14.3	38.2
South Carolina	16.5	16.3	35.8
South Dakota	14.3	14.2	32.1
Tennessee	17.5	17.9	22.3
Texas	15.4	15.6	24.7
Utah	23.0	23.8	43.4
Vermont	12.9	12.6	27.5
Virginia	15.5	16.1	26.4
Washington	19.9	19.7	38.8
West Virginia	15.1	15.3	26.5
Wisconsin	14.9	14.6	33.4
Wyoming	14.8	15.5	35.0

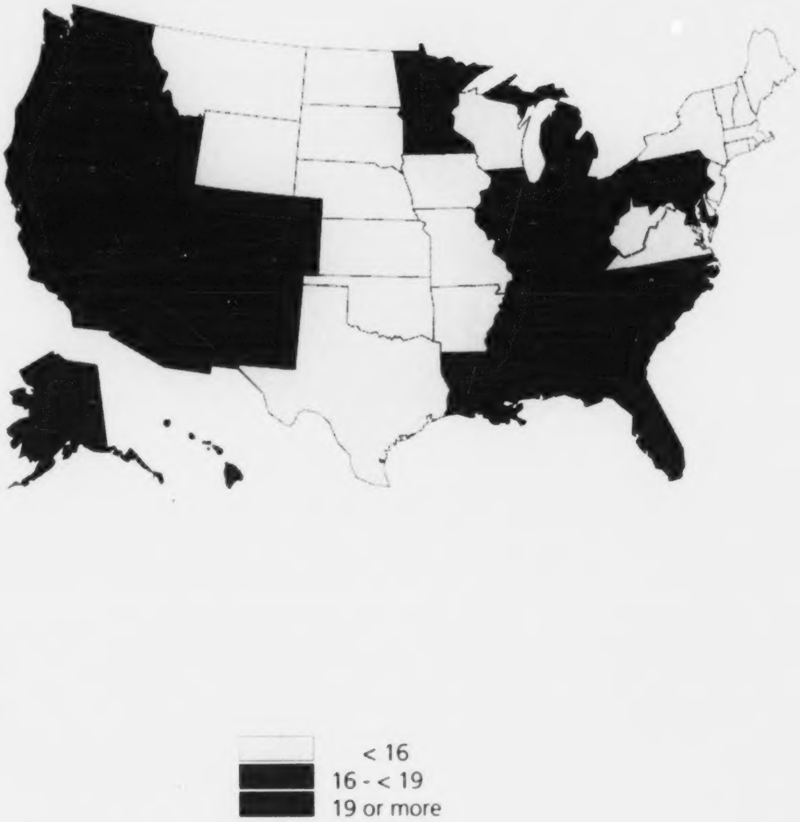
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire for Public School Districts)

**Figure 1.14
Public School
Student/Teacher
Ratios,
by State: 1993-94**



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire for Public School Districts)

Figure 1.15
Public School Student/Teacher Ratios, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire for Public School Districts)

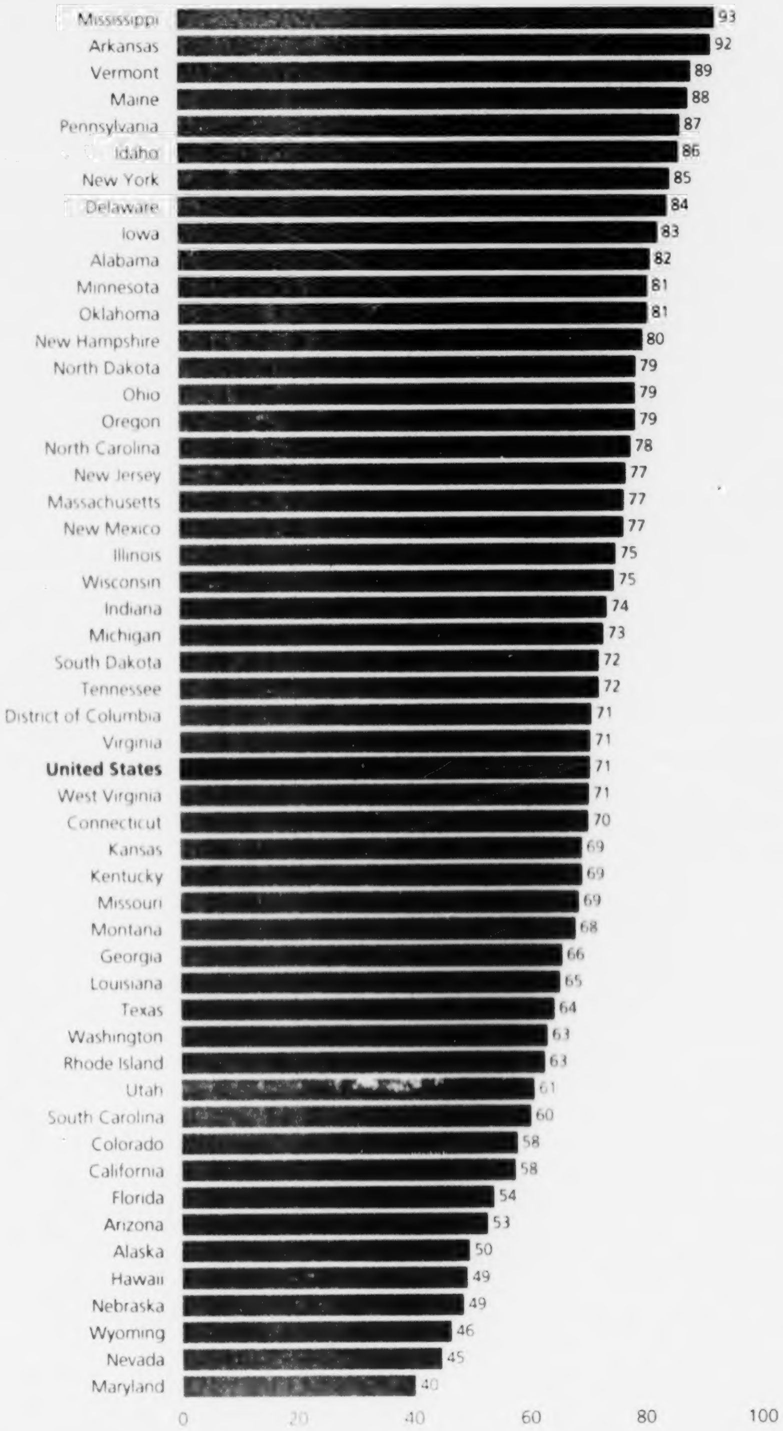
Table 1.10
Percentage of Public Elementary and Secondary Schools Providing, and Percentage of Students Receiving, Chapter I Services, by State: 1993-94

	Schools Providing		Students Receiving	
	Elementary	Secondary	Elementary	Secondary
United States	70.7	35.6	18.1	6.1
Alabama	81.5	26.2	24.2	—
Alaska	49.6	14.8	9.8	—
Arizona	52.7	48.5	17.5	6.9
Arkansas	92.1	71.5	24.8	10.8
California	57.5	34.4	29.6	14.3
Colorado	57.9	21.1	7.9	—
Connecticut	70.4	36.8	9.2	3.9
Delaware	84.4	—	12.5	—
District of Columbia	71.0	—	36.5	—
Florida	53.8	14.7	15.2	—
Georgia	65.8	23.0	18.1	2.5
Hawaii	49.2	—	12.4	—
Idaho	86.4	60.7	12.1	6.3
Illinois	75.3	35.7	14.5	6.3
Indiana	73.7	23.4	11.4	1.6
Iowa	82.8	29.1	12.7	—
Kansas	69.3	19.7	12.3	—
Kentucky	69.3	44.7	17.7	5.5
Louisiana	65.4	8.7	21.5	—
Maine	88.1	25.9	16.7	—
Maryland	40.2	1.8	12.6	—
Massachusetts	76.8	31.8	14.3	3.7
Michigan	73.1	43.6	16.9	7.3
Minnesota	81.0	34.7	13.3	—
Mississippi	92.8	60.9	32.0	19.5
Missouri	68.7	30.2	16.8	—
Montana	68.1	72.6	13.2	10.0
Nebraska	48.5	51.6	12.2	3.4
Nevada	44.7	—	6.7	—
New Hampshire	80.1	50.6	11.9	—
New Jersey	77.1	47.0	16.1	9.2
New Mexico	76.7	55.3	21.7	6.2
New York	84.9	63.6	27.1	10.9
North Carolina	78.0	21.7	16.6	—
North Dakota	78.9	64.7	12.7	7.0
Ohio	78.8	23.2	13.4	2.1
Oklahoma	81.0	59.1	13.2	7.5
Oregon	78.8	47.8	11.2	6.4
Pennsylvania	86.7	41.9	17.5	4.9
Rhode Island	62.7	—	9.6	—
South Carolina	60.3	16.6	15.5	—
South Dakota	72.3	57.2	14.6	8.4
Tennessee	72.3	10.2	20.8	—
Texas	64.4	26.6	18.3	9.4
Utah	60.9	27.1	13.0	5.0
Vermont	88.6	—	12.8	—
Virginia	70.8	4.8	11.5	—
Washington	63.2	33.2	13.0	2.3
West Virginia	70.5	24.8	17.8	—
Wisconsin	75.0	33.4	14.7	6.6
Wyoming	46.4	35.0	9.0	2.6

— too few cases for a reliable estimate

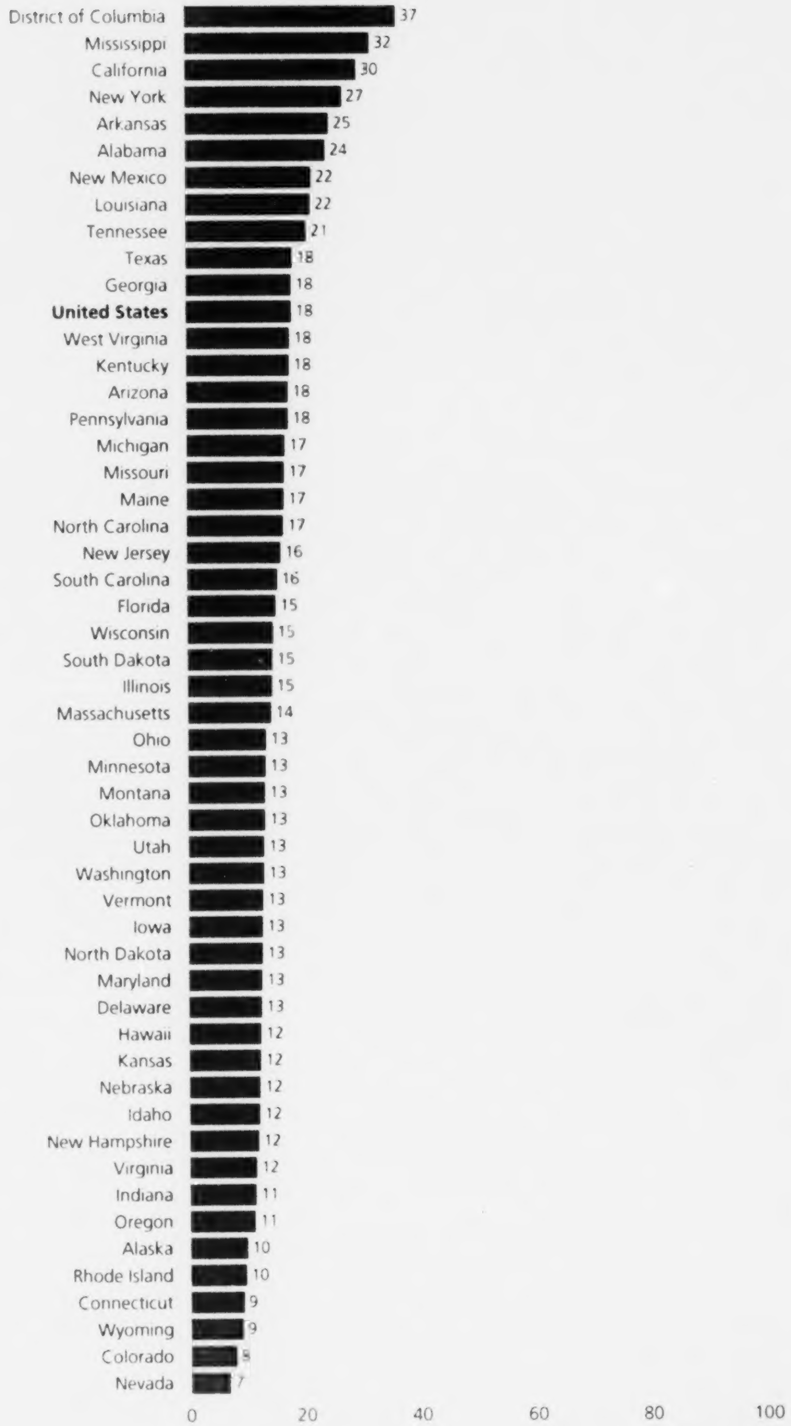
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Figure 1.16 Percentage of Public Elementary Schools Providing Chapter I Services, by State: 1993-94



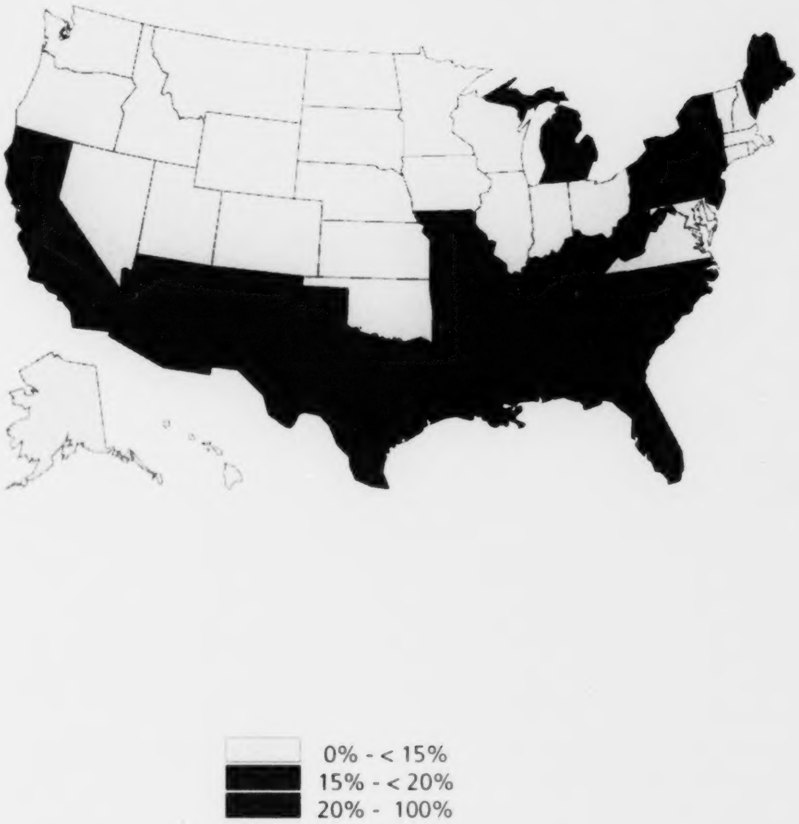
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Figure 1.17 Percentage of Public Elementary School Students Receiving Chapter I Services, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Figure 1.18
Percentage of Public Elementary School Students Receiving Chapter I Services, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Table 1.11 Percentage of Public Elementary and Secondary Schools and Students Participating in Free or Reduced-Price Lunch Programs, by State: 1993-94

	Schools Providing		[illegible]	
	Elementary	Secondary	Elementary	Secondary
United States	92.8	87.5	37.9	21.9
Alabama	95.0	97.5	47.3	31.1
Alaska	93.6	60.3	21.7	9.0
Arizona	92.3	79.7	42.6	22.4
Arkansas	99.5	99.0	46.0	28.3
California	94.0	76.0	45.2	22.7
Colorado	91.6	63.3	30.0	12.2
Connecticut	84.4	78.1	19.4	10.5
Delaware	100.0	100.0	30.4	19.5
District of Columbia	97.7	93.0	69.4	40.5
Florida	97.1	83.3	43.1	23.3
Georgia	95.6	86.3	42.4	25.7
Hawaii	98.7	100.0	34.9	20.0
Idaho	96.1	92.4	31.0	19.8
Illinois	87.7	89.0	35.0	19.8
Indiana	95.9	92.0	30.1	14.5
Iowa	95.1	89.4	27.6	20.2
Kansas	96.9	96.9	31.2	20.3
Kentucky	98.5	90.6	44.1	29.6
Louisiana	95.4	87.3	55.5	37.2
Maine	89.1	64.0	32.1	16.4
Maryland	98.3	95.8	28.5	15.1
Massachusetts	95.2	94.4	24.3	15.2
Michigan	90.2	94.5	31.4	19.6
Minnesota	90.8	91.5	24.1	21.8
Mississippi	93.8	77.0	53.3	52.8
Missouri	97.0	89.8	36.8	19.3
Montana	76.8	85.9	31.0	19.8
Nebraska	60.4	90.8	28.9	23.8
Nevada	91.2	55.2	29.8	5.9
New Hampshire	90.6	94.6	17.6	10.8
New Jersey	87.7	94.4	28.7	16.2
New Mexico	90.4	95.3	52.5	29.8
New York	90.6	89.0	46.6	22.3
North Carolina	100.0	93.1	38.1	19.7
North Dakota	86.8	85.0	28.4	21.7
Ohio	88.9	91.4	30.7	15.2
Oklahoma	97.1	89.5	40.6	28.0
Oregon	92.6	85.2	32.3	14.3
Pennsylvania	89.3	87.1	33.9	22.8
Rhode Island	93.1	77.2	31.7	9.8
South Carolina	94.4	80.4	45.7	26.8
South Dakota	83.5	86.0	31.0	26.4
Tennessee	97.4	90.4	40.8	24.6
Texas	99.2	96.9	43.6	28.8
Utah	95.6	91.6	29.3	18.5
Vermont	80.4	85.3	25.0	14.8
Virginia	92.9	68.7	30.6	18.3
Washington	90.4	83.5	30.6	17.1
West Virginia	96.3	89.6	46.7	27.3
Wisconsin	96.4	86.7	27.2	19.3
Wyoming	80.7	82.1	27.4	16.7

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

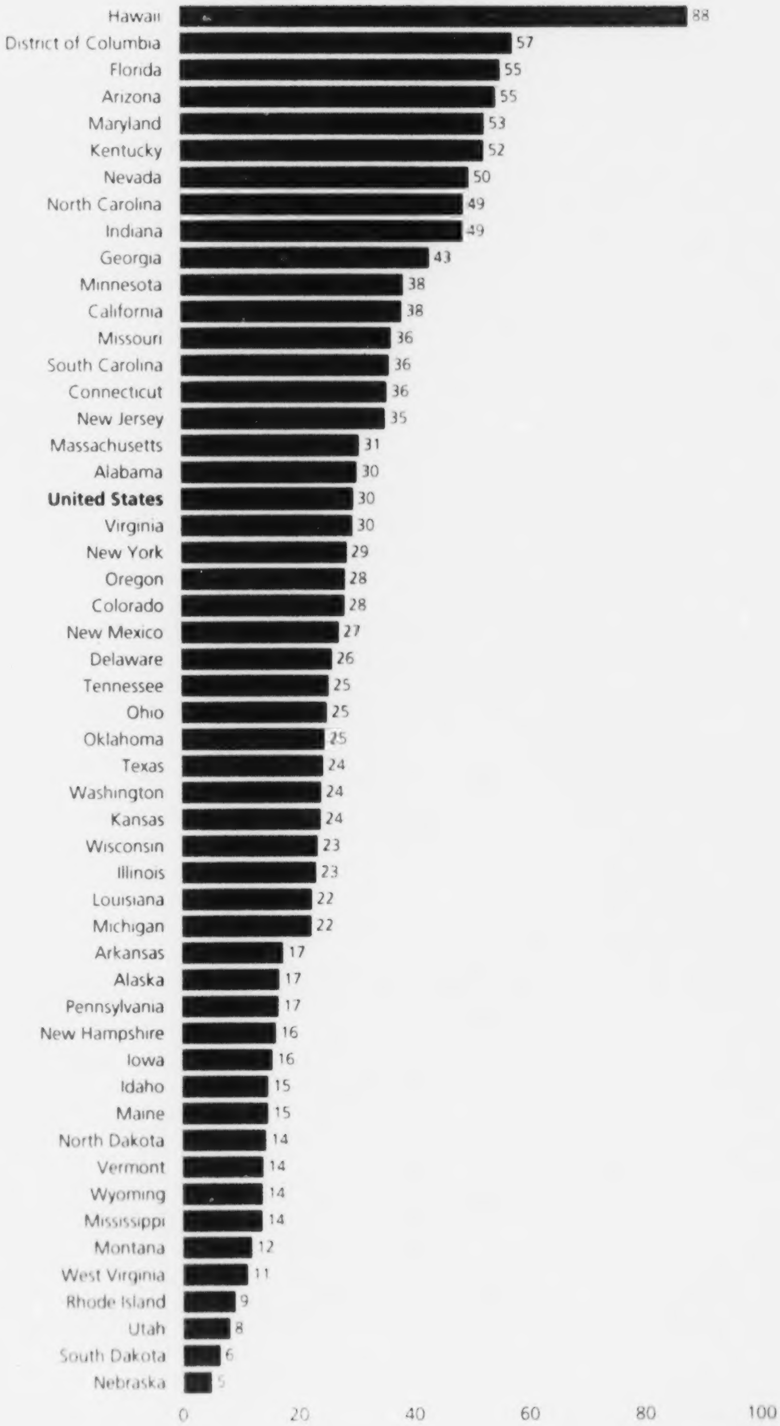
Table 1.12 Percentage of Public Elementary and Combined Schools With Available Extended-day Programs, and Percentage of Students Participating (in Schools Offering and Overall), by State: 1993-94

	[illegible]	[illegible]	Overall Participation
United States	29.6	10.5	3.5
Alabama	30.3	9.0	2.7
Alaska	16.7	11.9	3.7
Arizona	54.5	9.3	5.7
Arkansas	17.4	—	1.7
California	38.1	11.7	4.6
Colorado	28.1	7.3	2.2
Connecticut	35.5	8.5	3.2
Delaware	25.9	5.3	1.5
District of Columbia	57.4	10.5	6.3
Florida	55.3	11.8	6.4
Georgia	42.9	10.1	4.0
Hawaii	88.0	26.9	24.4
Idaho	14.8	6.7	1.0
Illinois	23.1	15.9	4.2
Indiana	48.7	4.2	2.0
Iowa	15.5	9.3	1.8
Kansas	23.9	12.2	2.9
Kentucky	52.4	13.9	7.3
Louisiana	22.4	13.7	3.6
Maine	14.8	—	1.4
Maryland	52.5	10.3	5.5
Massachusetts	30.7	7.4	2.4
Michigan	22.3	—	2.8
Minnesota	38.4	7.6	3.6
Mississippi	13.7	13.2	1.8
Missouri	36.3	14.1	6.3
Montana	11.9	6.1	0.9
Nebraska	4.9	—	2.0
Nevada	49.8	6.0	3.2
New Hampshire	16.1	6.7	1.6
New Jersey	35.2	7.9	3.2
New Mexico	27.1	7.8	2.3
New York	28.5	11.9	3.4
North Carolina	48.8	10.6	5.5
North Dakota	14.4	8.5	2.0
Ohio	25.0	6.8	1.8
Oklahoma	24.6	10.3	2.4
Oregon	28.2	7.8	2.5
Pennsylvania	16.6	6.8	1.0
Rhode Island	9.0	—	0.7
South Carolina	35.9	8.4	2.9
South Dakota	6.4	—	0.6
Tennessee	25.3	8.3	2.4
Texas	24.3	12.9	3.5
Utah	8.1	—	0.6
Vermont	13.9	7.4	1.4
Virginia	29.5	8.2	2.3
Washington	24.0	6.5	1.6
West Virginia	11.2	—	1.8
Wisconsin	23.4	6.5	1.6
Wyoming	13.8	—	3.4

— too few cases for a reliable estimate

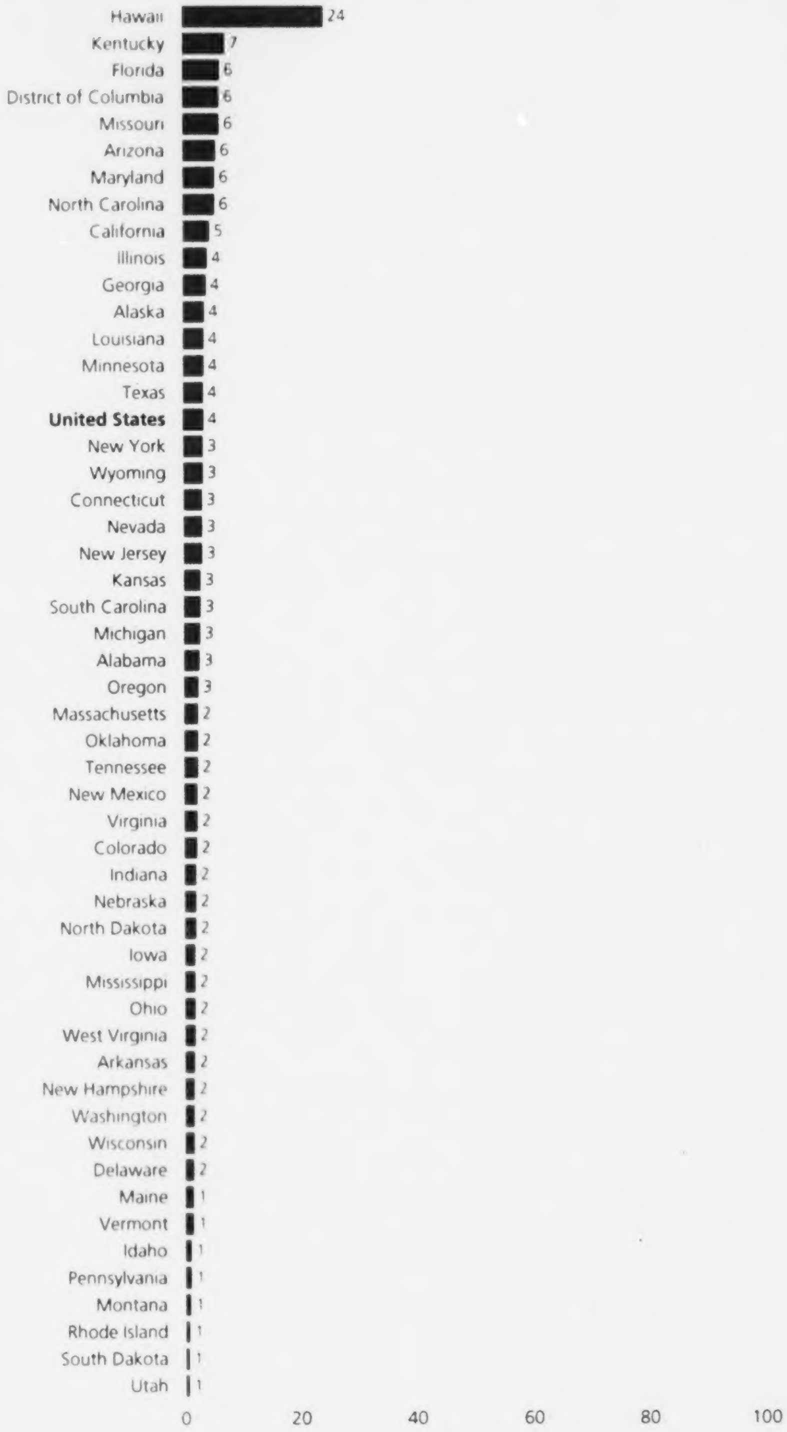
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Figure 1.19 Percentage of Public Elementary and Combined Schools Reporting Available Extended-day Programs, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

**Figure 1.20
Percentage of Public Elementary and Combined School Students Participating in Extended-day Programs, by State: 1993-94**



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

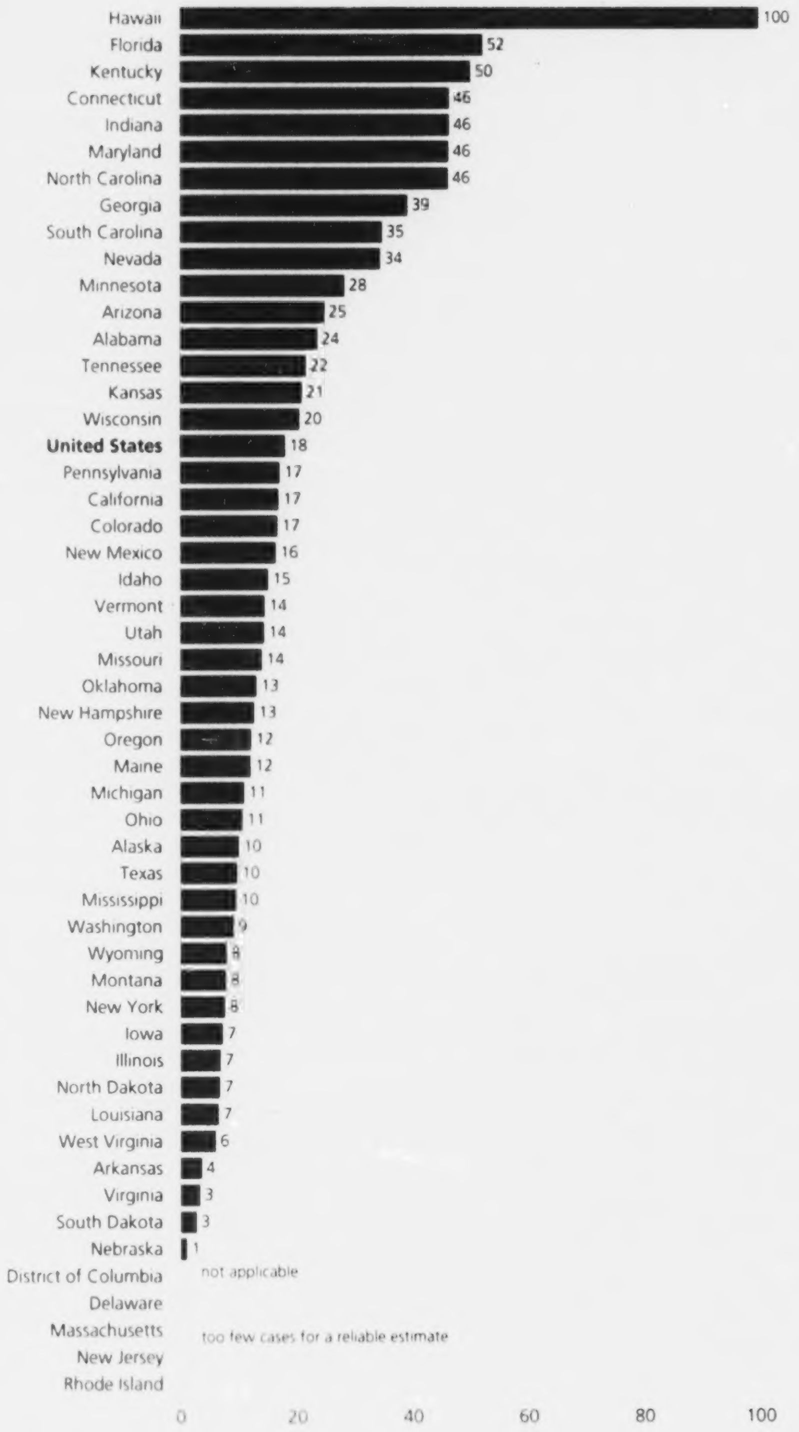
Table 1.13 Percentage of Public Elementary and Combined Schools Reporting Available Extended-day Programs by Community Type, by State: 1993-94

United States	42.9	37.6	17.9
Alabama	—	—	23.5
Alaska	60.2	—	10.0
Arizona	78.5	—	24.7
Arkansas	72.4	—	3.6
California	51.1	39.3	16.8
Colorado	—	46.9	16.6
Connecticut	—	34.7	46.4
Delaware	—	—	—
District of Columbia	57.4	†	†
Florida	60.2	50.2	52.2
Georgia	60.3	36.7	39.1
Hawaii	76.4	93.1	100.0
Idaho	—	—	15.0
Illinois	41.1	25.7	6.8
Indiana	—	77.0	46.4
Iowa	—	—	7.2
Kansas	—	—	20.8
Kentucky	66.1	—	50.1
Louisiana	44.3	34.6	6.5
Maine	—	—	12.0
Maryland	—	56.6	46.3
Massachusetts	—	31.5	—
Michigan	—	36.6	10.9
Minnesota	—	65.7	28.2
Mississippi	—	—	9.5
Missouri	83.5	56.5	13.9
Montana	—	—	7.8
Nebraska	—	—	1.0
Nevada	60.0	—	34.4
New Hampshire	—	—	12.6
New Jersey	—	32.7	—
New Mexico	—	—	16.3
New York	36.2	44.3	7.6
North Carolina	63.5	—	46.2
North Dakota	—	—	6.7
Ohio	28.2	—	10.6
Oklahoma	—	—	13.0
Oregon	—	39.2	12.1
Pennsylvania	—	14.4	17.0
Rhode Island	—	5.9	—
South Carolina	—	—	34.7
South Dakota	—	—	2.7
Tennessee	—	—	21.5
Texas	39.3	27.6	9.7
Utah	—	2.3	14.3
Vermont	—	†	14.4
Virginia	46.0	—	3.3
Washington	47.6	—	9.1
West Virginia	—	—	6.0
Wisconsin	—	—	20.4
Wyoming	—	—	7.9

— too few cases for a reliable estimate
† not applicable

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Figure 1.21 Percentage of Public Elementary and Combined Schools in Small Town/Rural Areas Reporting Available Extended-day Programs, by State: 1993-94



Source U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Table 1.14
Percentage of Public Elementary and Combined Schools Reporting Available Extended-day Programs by Enrollment Size, by State: 1993-94

United States	13.7	37.6	33.4
Alabama	—	38.6	23.7
Alaska	6.8	32.8	—
Arizona	—	54.1	68.7
Arkansas	—	20.7	—
California	8.4	51.5	36.2
Colorado	—	35.3	—
Connecticut	0.0	42.1	—
Delaware	—	—	—
District of Columbia	—	66.2	—
Florida	—	70.1	49.5
Georgia	—	56.4	32.7
Hawaii	—	87.6	92.5
Idaho	12.2	19.8	—
Illinois	16.7	26.8	—
Indiana	—	45.7	64.0
Iowa	7.9	27.5	—
Kansas	21.3	28.4	—
Kentucky	—	56.0	—
Louisiana	—	22.7	28.1
Maine	13.8	15.2	—
Maryland	—	54.0	55.4
Massachusetts	—	40.0	—
Michigan	1.5	32.2	—
Minnesota	—	48.8	—
Mississippi	—	19.6	10.4
Missouri	24.3	44.1	64.4
Montana	9.3	19.0	—
Nebraska	0.0	—	—
Nevada	0.0	55.8	60.7
New Hampshire	—	15.0	—
New Jersey	11.3	45.7	—
New Mexico	—	32.5	—
New York	19.3	34.2	22.9
North Carolina	—	56.3	48.0
North Dakota	8.7	—	—
Ohio	—	33.9	—
Oklahoma	26.0	22.7	—
Oregon	—	46.0	—
Pennsylvania	—	23.6	10.9
Rhode Island	—	9.7	—
South Carolina	—	39.5	—
South Dakota	1.1	—	—
Tennessee	—	19.3	35.5
Texas	1.2	33.5	26.6
Utah	0.0	10.6	8.4
Vermont	9.6	23.5	0.0
Virginia	—	32.2	28.4
Washington	—	32.7	—
West Virginia	8.9	—	—
Wisconsin	—	31.9	—
Wyoming	5.3	31.4	—

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Table 1.15 Percentage of Public Elementary and Combined Schools Reporting Available Extended-day Programs, by Level of Minority Enrollment, by State: 1993-94

[redacted]	[redacted]	[redacted]	[redacted]
United States	25.3	34.0	35.5
Alabama	20.7	34.2	36.6
Alaska	14.6	36.1	8.5
Arizona	63.3	44.7	56.7
Arkansas	15.7	—	—
California	43.2	31.7	39.8
Colorado	23.7	41.5	—
Connecticut	44.4	—	—
Delaware	—	22.2	†
District of Columbia	†	†	57.4
Florida	53.3	54.5	58.4
Georgia	38.6	38.2	51.7
Hawaii	—	—	86.1
Idaho	15.8	—	—
Illinois	11.5	32.7	41.3
Indiana	49.0	—	—
Iowa	14.3	—	0.0
Kansas	20.7	—	—
Kentucky	55.1	—	—
Louisiana	16.1	9.0	32.6
Maine	14.6	0.0	—
Maryland	42.4	49.6	65.9
Massachusetts	23.2	66.3	—
Michigan	19.6	—	—
Minnesota	39.4	—	—
Mississippi	—	0.8	18.3
Missouri	30.3	—	—
Montana	13.7	0.0	0.0
Nebraska	5.2	—	—
Nevada	44.0	59.7	—
New Hampshire	15.3	0.0	—
New Jersey	27.1	—	49.5
New Mexico	—	—	27.6
New York	24.5	—	37.6
North Carolina	53.1	46.8	46.4
North Dakota	13.5	—	—
Ohio	23.5	—	—
Oklahoma	20.7	21.3	41.3
Oregon	29.6	—	—
Pennsylvania	14.6	—	—
Rhode Island	7.7	—	—
South Carolina	—	36.6	—
South Dakota	7.6	—	0.0
Tennessee	27.8	—	—
Texas	25.0	24.7	23.5
Utah	6.9	—	—
Vermont	13.0	†	—
Virginia	25.6	—	—
Washington	18.1	—	—
West Virginia	11.6	—	—
Wisconsin	24.3	—	—
Wyoming	12.5	—	—

— too few cases for a reliable estimate
† not applicable

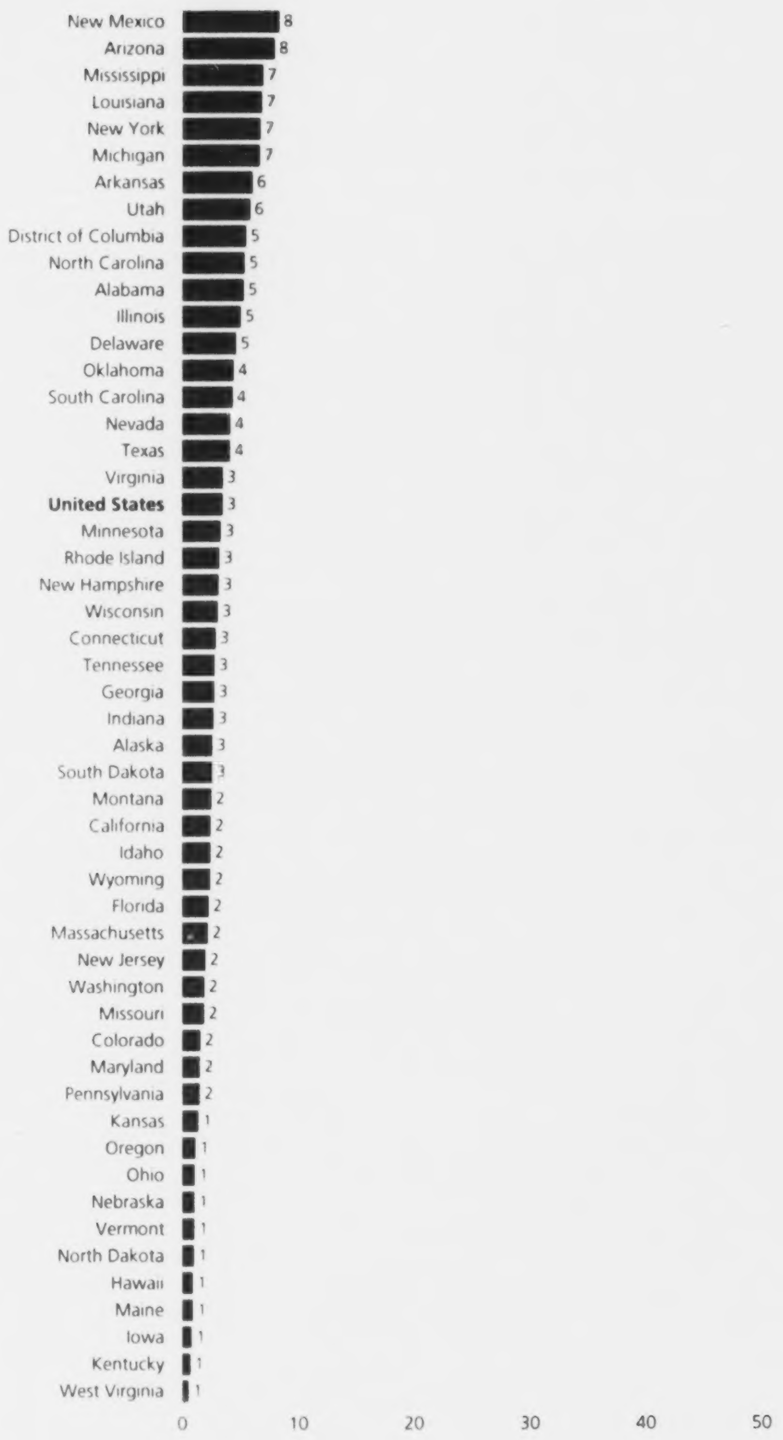
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Table 1.16 Percentage of Public Elementary and Secondary School Teachers Reporting Physical Conflicts Among Students and Weapons Possession as Moderate or Serious Problems in Their Schools, by State: 1993-94

United States	29.9	39.9	3.4	20.3
Alabama	31.9	40.1	5.2	21.0
Alaska	36.8	31.7	2.6	20.7
Arizona	35.5	46.0	7.9	30.3
Arkansas	32.0	40.1	6.0	20.2
California	29.9	39.8	2.4	23.5
Colorado	34.1	35.7	1.5	18.3
Connecticut	21.5	36.1	2.9	19.1
Delaware	43.6	54.3	4.6	22.7
District of Columbia	54.6	52.2	5.4	33.4
Florida	35.1	57.6	2.3	34.1
Georgia	31.1	51.9	2.7	27.0
Hawaii	30.2	57.7	0.9	22.9
Idaho	29.1	36.7	2.4	13.3
Illinois	34.4	37.2	5.0	16.5
Indiana	31.0	31.5	2.7	11.9
Iowa	24.7	28.9	0.8	10.4
Kansas	21.0	27.8	1.4	11.3
Kentucky	24.6	39.2	0.7	17.9
Louisiana	45.7	37.8	6.8	18.4
Maine	26.7	22.1	0.9	5.0
Maryland	29.4	56.0	1.5	22.3
Massachusetts	23.5	36.6	2.2	13.9
Michigan	33.4	33.4	6.6	12.8
Minnesota	28.2	30.7	3.3	11.7
Mississippi	33.2	40.5	6.9	22.5
Missouri	24.9	37.5	1.9	19.5
Montana	26.4	24.3	2.5	9.1
Nebraska	20.6	20.6	1.0	5.5
Nevada	44.5	44.7	4.1	27.9
New Hampshire	28.5	30.0	3.1	11.3
New Jersey	20.9	40.6	2.0	14.0
New Mexico	36.2	54.2	8.3	34.6
New York	34.2	46.5	6.7	23.5
North Carolina	26.3	41.0	5.3	25.1
North Dakota	18.8	14.5	1.0	4.3
Ohio	30.4	35.6	1.0	14.6
Oklahoma	33.9	31.9	4.4	14.7
Oregon	31.6	40.3	1.1	20.4
Pennsylvania	25.8	39.3	1.5	20.4
Rhode Island	28.5	46.8	3.1	19.1
South Carolina	34.5	48.6	4.3	25.0
South Dakota	20.0	20.7	2.6	7.2
Tennessee	23.9	36.7	2.7	17.0
Texas	26.0	44.7	4.1	29.9
Utah	33.9	36.7	5.8	17.0
Vermont	32.6	24.9	1.0	4.3
Virginia	26.3	39.6	3.4	21.5
Washington	41.2	40.4	1.9	24.4
West Virginia	17.8	29.0	0.5	10.1
Wisconsin	26.5	31.9	3.0	14.0
Wyoming	26.1	30.1	2.4	15.0

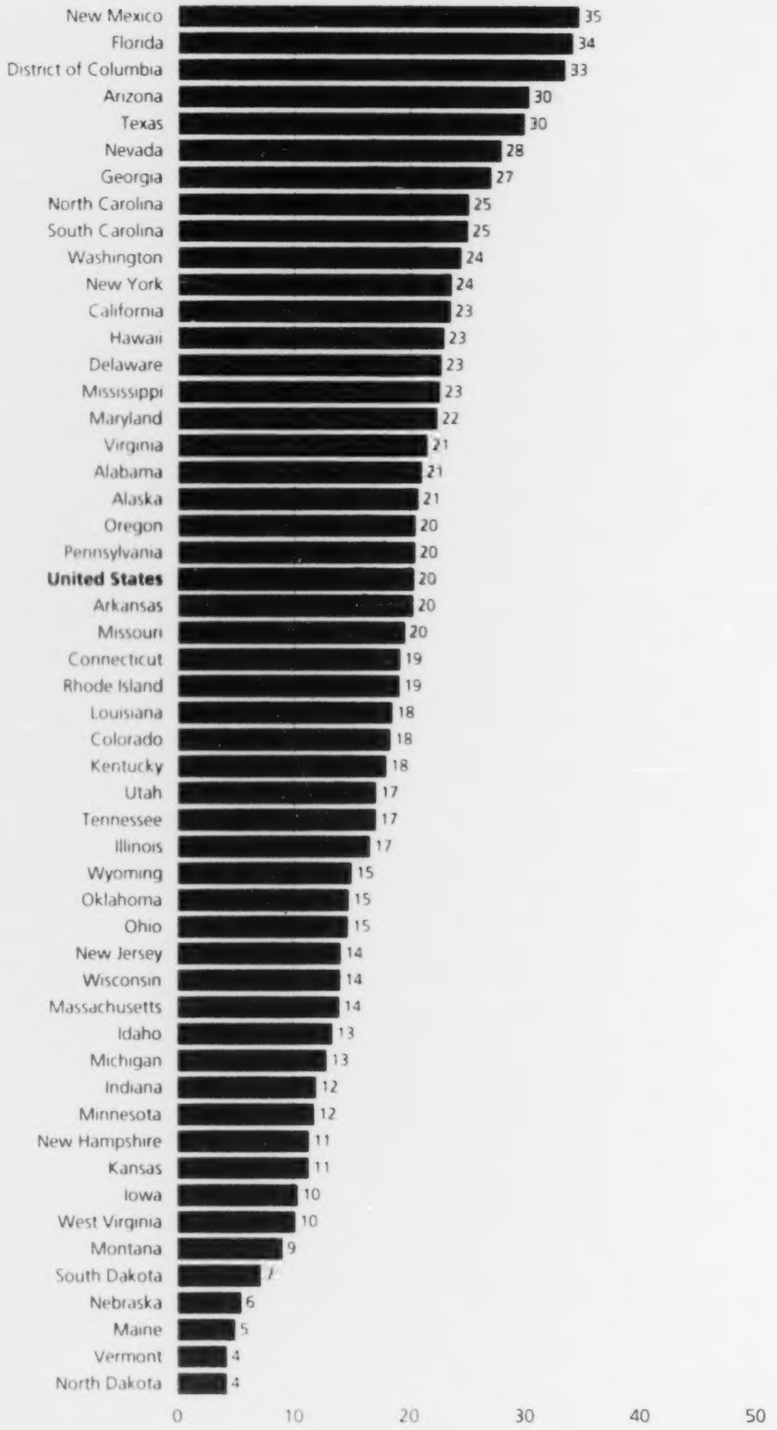
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 1.22 Percentage of Public Elementary School Teachers Reporting Weapons Possession as a Moderate or Serious Problem in Their Schools, by State: 1993-94



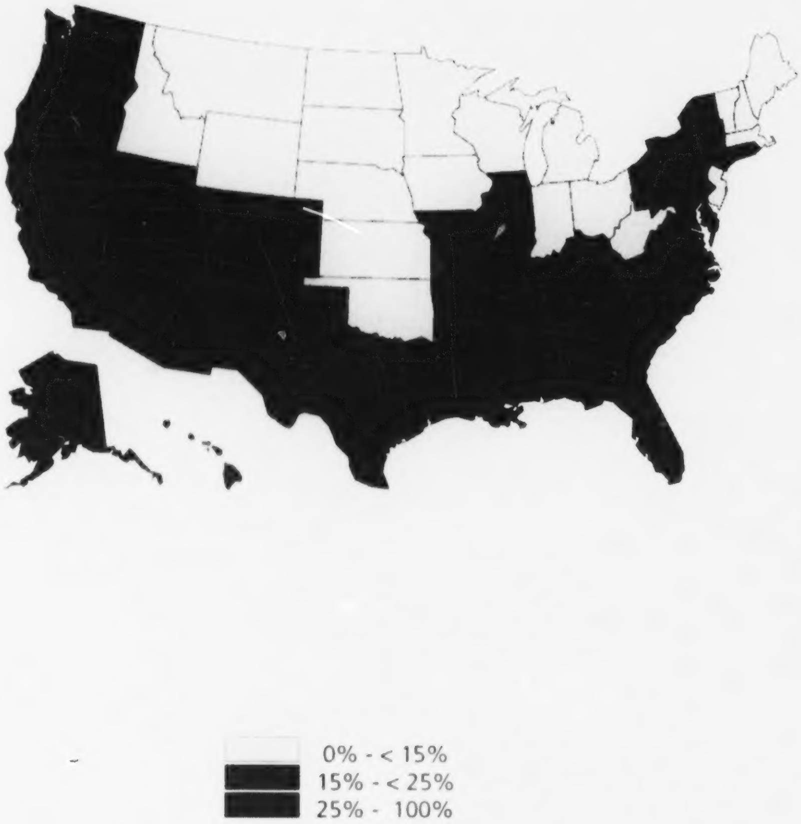
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 1.23 Percentage of Public Secondary School Teachers Reporting Weapons Possession as a Moderate or Serious Problem in Their Schools, by State: 1993-94



Source U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 1.24 Percentage of Public Secondary School Teachers Reporting Weapons Possession as a Moderate or Serious Problem in Their Schools, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table 1.17 Percentage of Public Elementary School Teachers Reporting Physical Conflicts Among Students and Weapons Possession as Moderate or Serious Problems in Their Schools, by Enrollment Size, by State: 1993-94

United States	23.4	27.7	35.6	1.9	3.0	4.8
Alabama	31.3	35.1	28.0	10.1	4.7	5.5
Alaska	26.0	44.4	28.6	2.7	3.1	0.0
Arizona	39.1	27.7	38.9	0.5	6.6	9.8
Arkansas	21.8	33.7	38.3	9.4	3.3	10.1
California	18.1	24.1	33.5	0.8	1.1	3.9
Colorado	24.3	35.1	43.4	0.0	0.9	0.0
Connecticut	—	19.8	33.2	0.0	1.6	10.5
Delaware	—	36.8	50.5	—	4.0	4.4
District of Columbia	—	55.0	—	0.0	3.7	—
Florida	70.8	34.7	33.8	4.8	1.3	2.8
Georgia	—	33.8	30.0	—	2.3	3.6
Hawaii	0.0	25.7	31.9	0.0	0.0	1.2
Idaho	20.9	30.4	36.9	3.3	0.3	5.9
Illinois	28.1	33.5	38.8	0.2	6.9	3.7
Indiana	11.2	33.7	37.2	2.4	2.1	5.1
Iowa	18.3	24.4	—	0.9	0.8	—
Kansas	17.7	19.7	—	1.5	0.8	—
Kentucky	—	28.8	—	0.0	0.2	—
Louisiana	42.2	39.6	56.4	4.3	8.8	6.4
Maine	28.0	26.3	—	0.3	1.7	0.0
Maryland	—	25.3	35.5	0.0	2.9	0.0
Massachusetts	25.5	16.0	41.7	0.3	1.7	8.4
Michigan	43.0	29.4	—	6.8	6.3	—
Minnesota	26.1	19.9	31.9	2.9	1.6	4.8
Mississippi	33.3	30.9	36.0	3.6	5.2	9.1
Missouri	22.2	31.1	15.3	0.9	3.3	0.0
Montana	21.9	31.6	—	4.1	1.3	—
Nebraska	18.1	33.2	—	0.8	2.1	—
Nevada	—	39.0	51.1	0.0	4.2	5.5
New Hampshire	25.3	33.2	23.7	1.4	3.4	4.6
New Jersey	17.6	19.2	24.7	0.3	2.3	0.9
New Mexico	25.1	42.2	26.6	2.9	10.5	6.3
New York	32.9	22.2	47.8	8.2	3.4	11.2
North Carolina	14.9	23.7	35.6	0.0	5.8	4.6
North Dakota	11.0	27.6	30.6	0.4	0.0	1.4
Ohio	17.9	29.3	40.7	0.2	1.7	0.3
Oklahoma	28.8	34.3	45.8	3.9	4.0	8.3
Oregon	27.2	32.9	—	0.0	1.0	—
Pennsylvania	17.3	16.3	37.8	0.1	0.0	1.5
Rhode Island	27.7	26.2	39.6	1.4	3.4	6.0
South Carolina	—	32.1	42.2	0.0	3.3	8.7
South Dakota	8.9	26.6	44.2	1.5	3.4	5.2
Tennessee	23.7	22.8	27.7	1.0	1.9	5.0
Texas	19.3	21.7	31.4	4.1	3.5	4.5
Utah	21.7	28.2	39.8	0.9	5.8	6.6
Vermont	32.6	29.2	0.0	1.4	0.7	0.0
Virginia	21.7	27.2	26.1	0.0	3.0	4.5
Washington	38.1	43.9	34.1	1.5	2.6	0.0
West Virginia	13.0	25.4	—	0.8	0.0	—
Wisconsin	22.5	24.0	44.3	0.6	3.8	5.9
Wyoming	28.7	23.0	—	4.3	0.8	—

small: less than300 students,
medium: between 300 and 600 students,
large: 600 or more students.

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table 1.18 Percentage of Public Secondary School Teachers Reporting Physical Conflicts Among Students and Weapons Possession as Moderate or Serious Problems in Their Schools, by Enrollment Size, by State: 1993-94

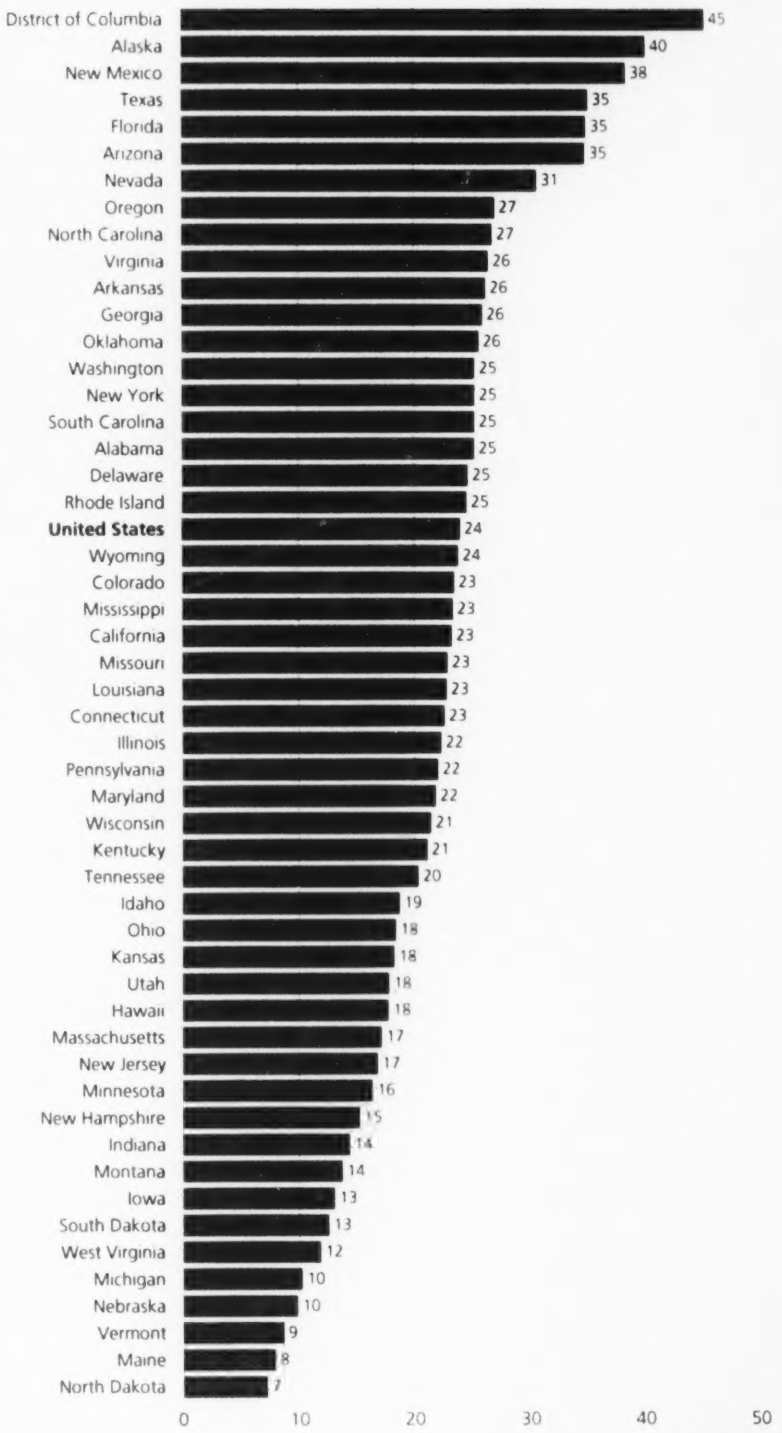
United States	20.7	29.8	45.2	8.0	11.7	24.0
Alabama	—	37.9	41.6	—	11.9	25.2
Alaska	16.3	19.6	47.9	5.1	7.9	40.1
Arizona	35.0	38.1	48.4	13	16.5	34.8
Arkansas	25.3	47.4	41.8	6.0	21.6	26.2
California	15.6	21.3	41.8	21.6	21.2	23.2
Colorado	21.2	32.9	40.5	13.0	10.0	23.4
Connecticut	—	28.0	43.6	—	10.7	22.6
Delaware	—	—	59.6	—	—	24.7
District of Columbia	—	—	64.4	—	—	45.2
Florida	36.6	38.7	59.6	21.6	34.7	34.9
Georgia	—	51.3	52.3	—	33.9	25.9
Hawaii	—	39.0	60.2	—	0.0	17.8
Idaho	22.0	39.6	41.7	5.1	9.9	18.7
Illinois	22.0	22.6	45.8	4.3	3.7	22.3
Indiana	—	18.4	38.0	—	6.3	14.4
Iowa	11.8	38.0	40.4	2.2	18.9	13.0
Kansas	13.0	28.0	36.9	2.9	4.9	18.3
Kentucky	30.9	28.0	43.1	17.9	8.4	21.1
Louisiana	22.0	27.8	41.2	10.8	10.2	22.8
Maine	23.9	15.8	26.5	5.9	2.2	7.9
Maryland	—	37.7	60.7	—	14.1	21.8
Massachusetts	21.8	38.2	38.3	10.6	9.1	17.1
Michigan	25.8	33.7	32.6	5.7	15.8	10.2
Minnesota	13.6	30.0	32.1	1.3	8.5	16.3
Mississippi	28.5	30.5	45.2	14.2	22.9	23.3
Missouri	12.4	31.1	43.6	2.2	12.7	22.9
Montana	12.9	39.8	33.2	4.4	13.5	13.7
Nebraska	14.4	20.7	27.3	2.7	2.4	9.8
Nevada	30.8	66.2	41.4	3.2	23.6	30.6
New Hampshire	—	28.7	32.6	—	8.4	15.2
New Jersey	22.6	32.1	45.2	14.0	3.3	16.8
New Mexico	23.6	53.5	59.1	10.1	28.4	38.4
New York	12.0	30.9	52.7	9.5	15.7	25.3
North Carolina	50.9	25.7	43.4	30.7	10.1	26.8
North Dakota	8.2	13.8	21.2	1.8	1.2	7.2
Ohio	—	31.3	38.0	—	7.7	18.4
Oklahoma	22.6	30.0	44.7	6.0	14.8	25.6
Oregon	21.7	32.0	48.4	13.9	4.7	27.0
Pennsylvania	—	22.4	42.5	—	12.6	22.0
Rhode Island	—	—	59.8	—	0.0	24.5
South Carolina	—	31.2	50.8	—	18.0	25.2
South Dakota	10.5	39.4	31.5	2.8	13.8	12.5
Tennessee	0.0	31.2	39.1	0.0	5.7	20.4
Texas	25.9	28.6	49.9	7.8	16.6	35.1
Utah	38.7	27.0	37.3	19.0	5.0	17.8
Vermont	—	21.4	25.7	—	1.6	8.6
Virginia	34.9	22.9	46.9	22.4	7.1	26.5
Washington	28.6	37.0	42.4	10.5	20.1	25.3
West Virginia	26.7	23.5	33.2	1.9	6.3	11.8
Wisconsin	14.6	15.9	45.4	2.9	5.9	21.4
Wyoming	12.5	33.7	41.2	5.7	10.6	23.8

small: less than 300 students,
medium: between 300 and 600 students,
large: 600 or more students.

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 1.25
Percentage of Public Secondary School Teachers Reporting Weapons Possession as a Moderate or Serious Problem in Schools with 600 or More Students, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

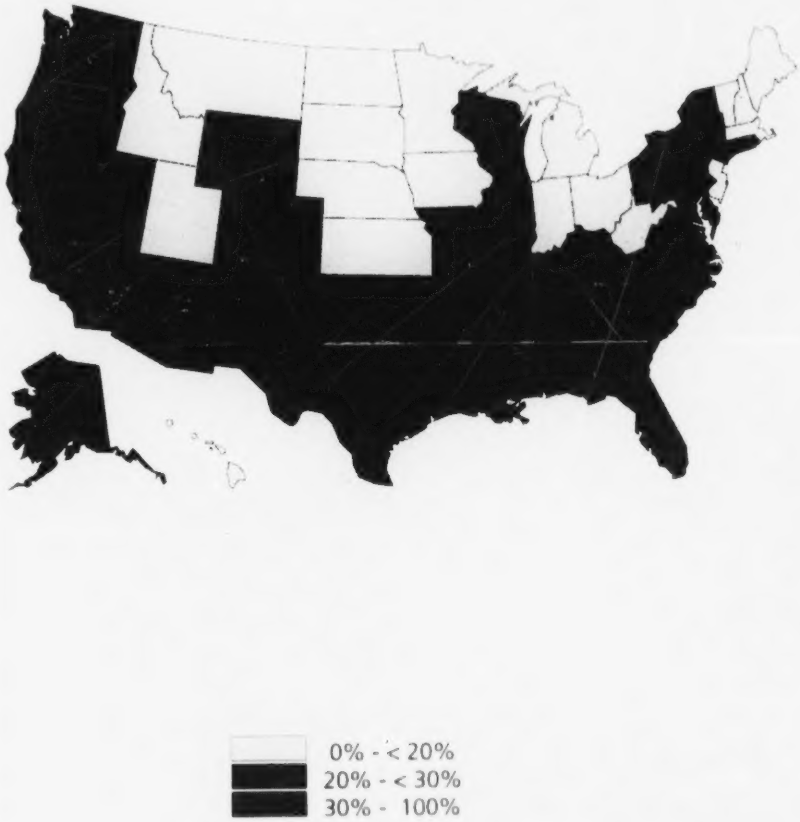


Figure 1.26
Percentage of Public Secondary School Teachers Reporting Weapons Possession as Moderate or Serious Problems in Schools with 600 or More Students, by State: 1993-94

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

2

Characteristics of Teachers and Principals

Over 2,500,000 individuals serve as teachers in public schools in the United States, and over 80,000 individuals serve as principals in those schools. The demographic characteristics of individuals pursuing careers in elementary and secondary education are constantly changing as older teachers retire and new teachers enter the workforce. The educational workforce varies from state to state in terms of age, sex, and ethnicity, and the salaries paid to these teachers and principals vary. Comparison of each state's educational workforce to those in other states can inform policy-making and provide the basis for policies that confront problems, such as an aging teaching force, before they become critical.

Examples of SASS Analyses

Although the majority of teachers in every state are between 30 and 50 years old, the results from SASS shown in tables 2.1-2.2 and figures 2.1-2.4 show variations across states in the percentages of teachers who are older than 50 and older than 55, soon to be approaching retirement. Table 2.3 and figures 2.5-2.6 show that schools in some states must hire teachers more frequently than others—although nationwide about 1 teacher in 9 was newly hired in 1993-94, the figure was 1 in 6, or higher, in a few states. As shown in the table, one-third of these hires were first-time teachers, although this practice varied across states. Tables 2.4-2.5 and figures 2.7-2.8 give teachers' and principals' opinions about whether they plan to stay in education for the remainder of their careers or look elsewhere to further their careers. Although most teachers and principals plan to stay in teaching, in some states nearly half of teachers and more than half of principals do not. Tables 2.6-2.7 and figures 2.9-2.14 focus on teachers' and principals' salaries. Variations in teacher salaries across states are substantial, averaging more than $40,000 in 8 states but less than $30,000 in 23 states. These figures must be interpreted cautiously, however, since the cost of living varies substantially between states, and teacher salaries are affected by these variations. Chambers (1995) has published a teacher cost index (TCI) that can aid the interpretation of these variations.[1] Figures 2.13-2.14 highlight the ratios of salaries of experienced teachers to the salaries of new teachers, showing substantial variation in the growth of salaries as a function of experience.

Tables 2.8-2.11 and figures 2.15-2.20 show variations in sex and ethnicity of teachers, both at the elementary level and for different subjects at the secondary level.[2] Tables 2.12-2.18 and figures 2.21-2.22 focus on sex and ethnicity of princi-

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1. Chambers, J.G. *Public School Teacher Cost Differences Across the United States*. U.S. Department of Education, National Center for Education Statistics, NCES 95-758
2. Tables 2.9-2.10 are restricted to a subset of the public school teacher population. Refer to *Special Populations* in Appendix C for the proper definition of each subset.

pals, at both the elementary and secondary levels. The last four of these tables describe the kinds of schools in which minority principals are working; in particular, table 2.15 displays the percentages of minority principals who are working in public schools, as opposed to private schools, in each state.

Other Data Available in SASS

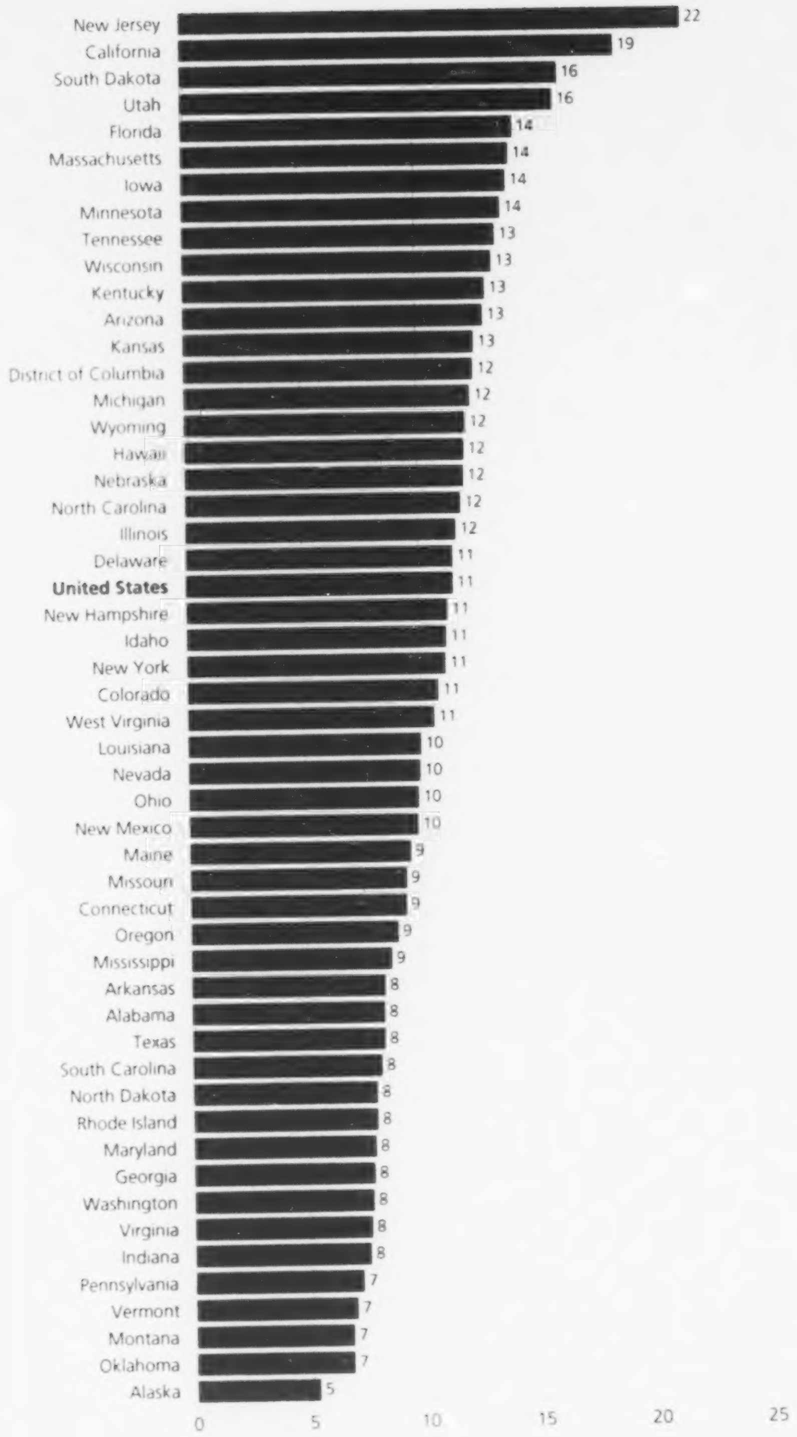
SASS by State highlights only some of the state-level comparisons of the educational workforce that can be made using SASS. A variety of other attitudinal and contextual information obtained from teachers and principals in SASS can be compared to the characteristics, qualifications, salaries, and satisfaction reported by teachers to help predict the impact of proposed educational policies. In addition, a *SASS Teacher Follow-up Survey* provides reports from a sample of teachers participating in SASS on their career decisions in the year following the main 1993-94 SASS.

Table 2.1 Percentage of Public Elementary School Teachers by Age, by State: 1993-94

	Under 30 years	Between 30 and 50 years	Between 50 and 55 Years	55 years and over
United States	11.5	64.6	12.4	11.5
Alabama	9.7	73.1	8.9	8.3
Alaska	4.6	77.4	12.8	5.3
Arizona	10.0	66.7	10.4	12.9
Arkansas	13.8	71.0	6.9	8.3
California	10.5	57.6	13.1	18.7
Colorado	7.0	68.0	14.2	10.8
Connecticut	7.2	69.3	14.2	9.3
Delaware	10.5	64.6	13.4	11.5
District of Columbia	6.6	56.0	25.0	12.5
Florida	12.0	61.4	12.3	14.3
Georgia	16.1	62.9	13.3	7.7
Hawaii	12.6	55.6	19.7	12.0
Idaho	12.3	69.8	6.8	11.1
Illinois	12.1	66.1	10.2	11.6
Indiana	10.3	67.8	14.4	7.5
Iowa	9.5	65.9	10.6	14.0
Kansas	13.1	64.5	9.9	12.5
Kentucky	12.5	67.6	6.8	13.0
Louisiana	14.4	66.3	9.3	10.0
Maine	7.3	68.0	15.2	9.5
Maryland	18.5	61.1	12.5	7.8
Massachusetts	5.3	66.5	14.0	14.1
Michigan	9.4	57.6	20.7	12.3
Minnesota	10.0	67.1	9.1	13.7
Mississippi	11.3	68.7	11.4	8.6
Missouri	11.7	68.5	10.5	9.3
Montana	10.5	70.9	11.9	6.8
Nebraska	14.3	66.9	6.9	12.0
Nevada	12.3	61.6	16.1	9.9
New Hampshire	11.8	64.2	12.9	11.2
New Jersey	13.0	51.6	13.8	21.6
New Mexico	11.9	64.9	13.4	9.8
New York	11.2	63.0	14.6	11.1
North Carolina	13.7	65.9	8.5	11.9
North Dakota	11.8	69.1	11.2	7.9
Ohio	9.0	69.1	12.0	9.9
Oklahoma	12.4	69.4	11.5	6.8
Oregon	4.0	71.4	15.7	8.9
Pennsylvania	10.2	68.8	13.8	7.2
Rhode Island	9.7	68.2	14.2	7.9
South Carolina	15.5	69.4	7.0	8.1
South Dakota	13.9	63.0	6.7	16.3
Tennessee	13.9	60.6	12.1	13.5
Texas	13.9	66.0	11.8	8.3
Utah	8.0	63.0	13.0	16.1
Vermont	10.5	70.2	12.4	6.9
Virginia	11.2	68.2	13.0	7.6
Washington	11.8	65.2	15.3	7.7
West Virginia	7.6	69.0	12.8	10.6
Wisconsin	12.6	62.1	12.0	13.3
Wyoming	8.5	68.1	11.3	12.1

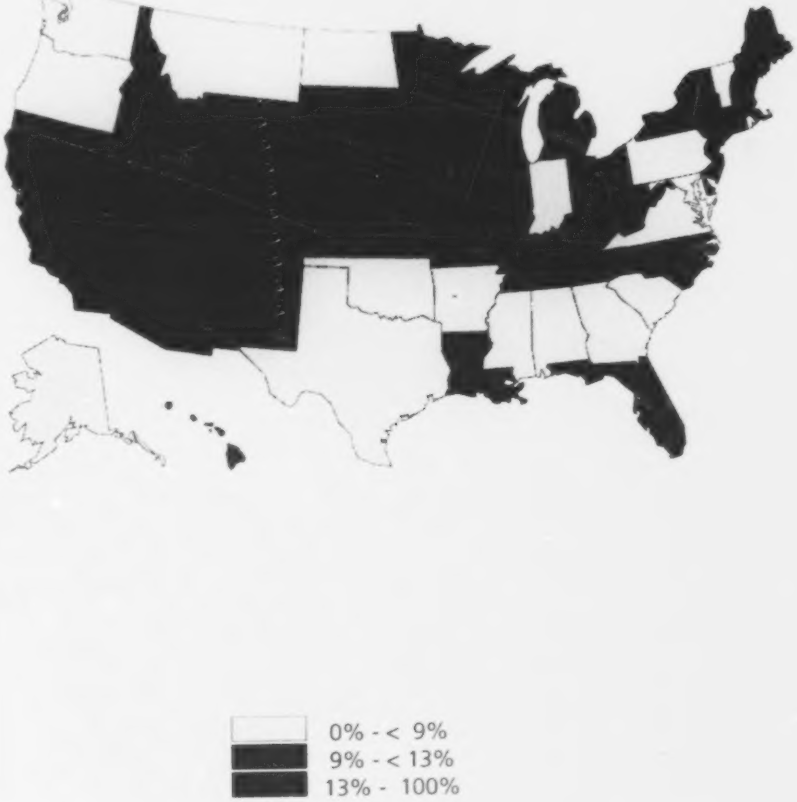
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 2.1
Percentage of Public Elementary School Teachers Who Are 55 Years Old and Over, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 2.2
Percentage of Public Elementary School Teachers Who Are 55 Years Old and Over, by State: 1993-94



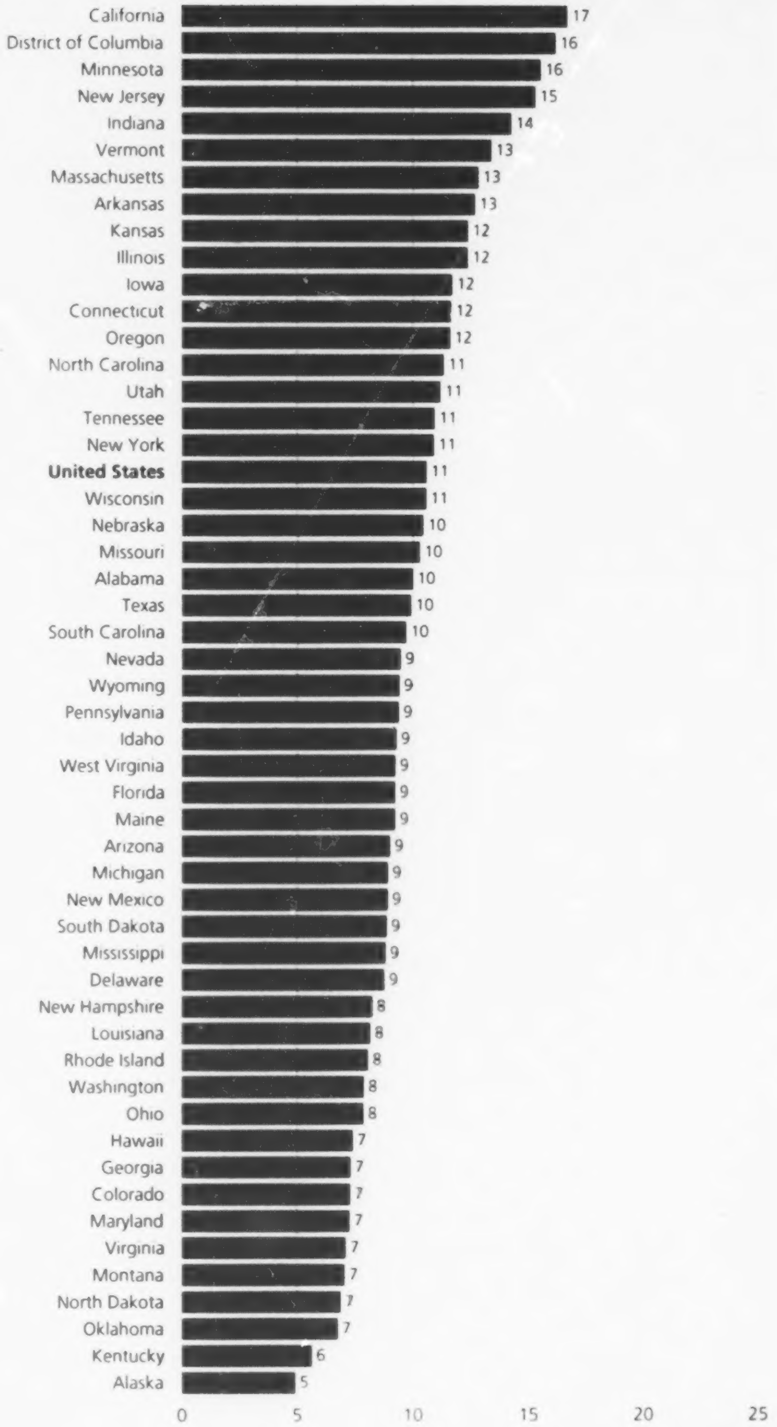
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table 2.2 Percentage of Public Secondary School Teachers by Age, by State: 1993-94

	Under 30 years	Between 30 and 50 years	Between 50 and 55 years	55 years and over
United States	10.3	63.7	15.4	10.6
Alabama	12.9	63.6	13.5	10.0
Alaska	3.9	78.0	13.2	4.9
Arizona	10.1	68.1	12.8	9.0
Arkansas	9.9	65.6	11.8	12.7
California	6.6	58.9	17.8	16.7
Colorado	8.1	65.2	19.4	7.3
Connecticut	3.4	62.8	22.2	11.6
Delaware	13.1	62.9	15.2	8.8
District of Columbia	5.9	50.5	27.4	16.2
Florida	9.2	67.6	14.0	9.2
Georgia	16.7	63.3	12.7	7.3
Hawaii	11.7	65.5	15.4	7.4
Idaho	10.9	66.2	13.6	9.3
Illinois	11.4	61.3	14.9	12.4
Indiana	7.1	63.4	15.3	14.2
Iowa	10.9	60.5	16.8	11.7
Kansas	12.4	63.7	11.6	12.4
Kentucky	13.3	73.2	7.8	5.6
Louisiana	12.7	64.1	15.0	8.2
Maine	7.5	67.4	15.9	9.2
Maryland	10.2	64.8	17.7	7.3
Massachusetts	5.8	64.9	16.5	12.8
Michigan	10.3	61.6	19.2	8.9
Minnesota	9.6	57.3	17.6	15.5
Mississippi	10.4	66.4	14.4	8.8
Missouri	13.4	64.1	12.2	10.3
Montana	10.3	69.2	13.4	7.0
Nebraska	12.0	64.4	13.1	10.4
Nevada	12.9	62.5	15.1	9.5
New Hampshire	6.7	70.9	14.1	8.3
New Jersey	7.3	59.8	17.6	15.3
New Mexico	8.5	71.2	11.4	8.9
New York	7.5	63.1	18.4	10.9
North Carolina	14.2	65.0	9.4	11.3
North Dakota	13.4	66.7	13.0	6.9
Ohio	10.6	66.1	15.5	7.9
Oklahoma	11.2	69.7	12.4	6.8
Oregon	6.5	64.4	17.4	11.6
Pennsylvania	9.8	59.3	21.5	9.4
Rhode Island	4.4	70.0	17.6	8.1
South Carolina	14.1	63.3	12.9	9.7
South Dakota	17.2	64.0	10.0	8.9
Tennessee	11.9	63.2	14.0	10.9
Texas	13.4	65.1	11.6	9.9
Utah	12.1	61.1	15.5	11.2
Vermont	5.0	66.2	15.4	13.4
Virginia	13.3	63.6	16.0	7.1
Washington	7.7	66.2	18.3	7.9
West Virginia	4.5	75.4	10.9	9.2
Wisconsin	12.9	59.5	17.1	10.6
Wyoming	9.6	66.9	14.1	9.4

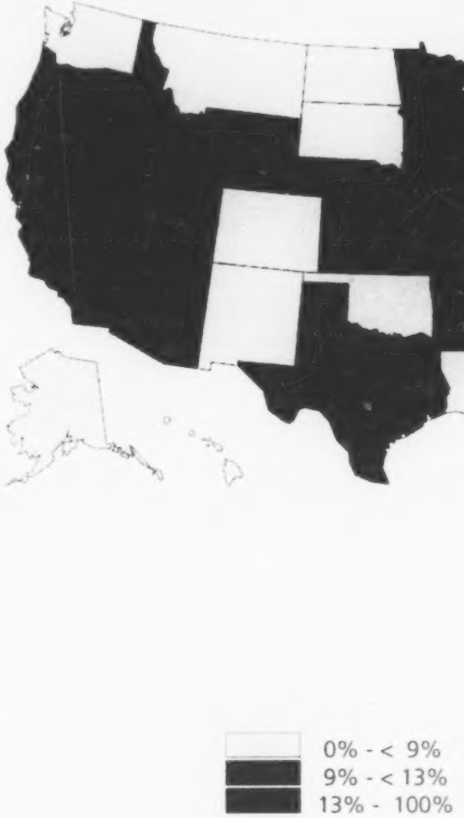
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 2.3
Percentage of Public Secondary School-Teachers Who Are 55 Years Old and Over, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 2.4
Percentage of Public Secondary School-Teachers Who Are 55 Years Old and Over, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

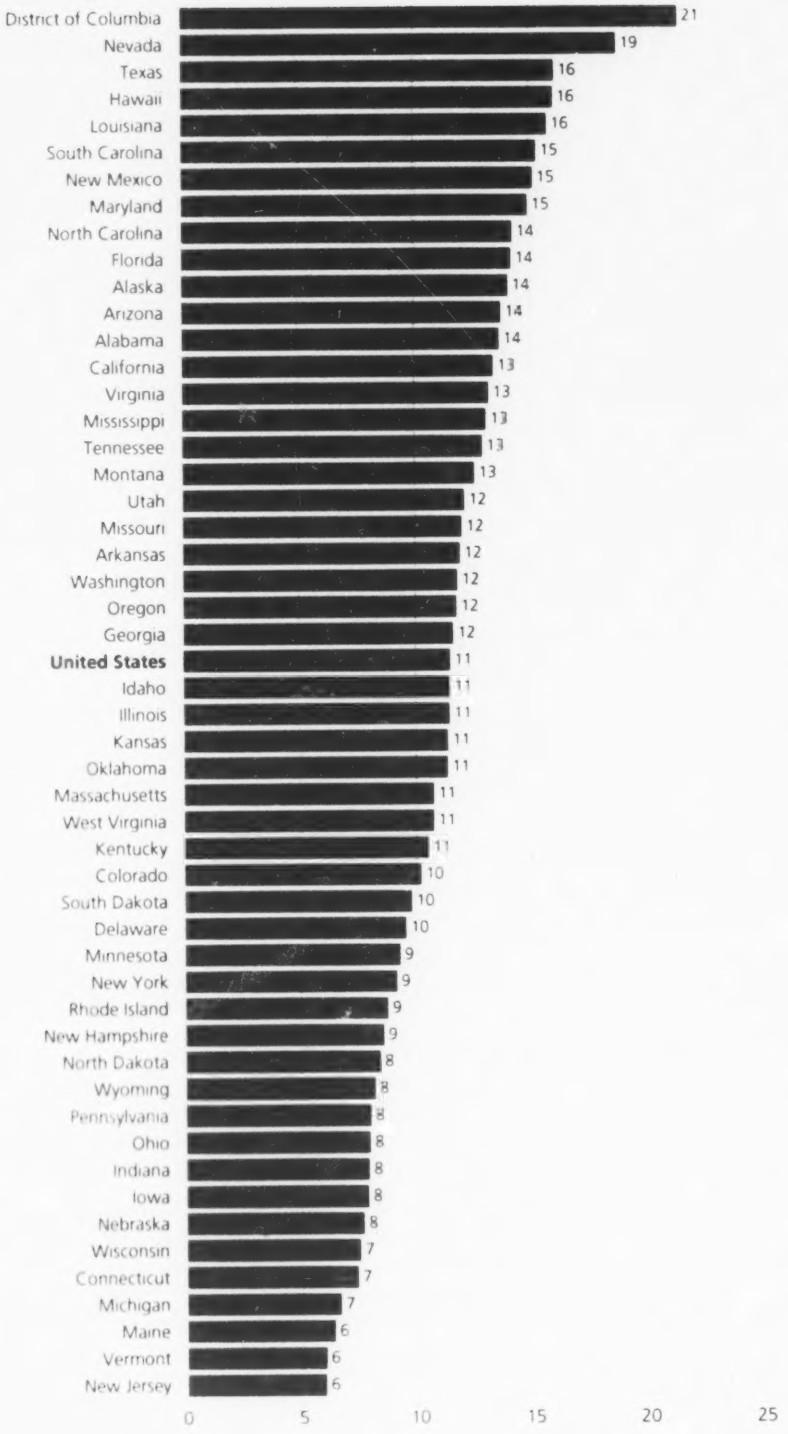
Table 2.3 Percentage of Full-Time Public School Teachers Who Were Newly Hired in 1993-94, and Percentage of Newly Hired Who Are First-Time Teachers, by State: 1993-94

	[illegible]	[illegible]
United States	11.5	34.9
Alabama	13.6	38.3
Alaska	14.0	18.9
Arizona	13.7	34.4
Arkansas	11.9	36.5
California	13.4	33.5
Colorado	10.2	25.2
Connecticut	7.3	39.4
Delaware	9.5	37.0
District of Columbia	21.5	30.0
Florida	14.2	36.2
Georgia	11.6	44.6
Hawaii	16.0	38.0
Idaho	11.5	43.6
Illinois	11.4	35.5
Indiana	7.8	38.5
Iowa	7.8	39.1
Kansas	11.4	28.8
Kentucky	10.5	44.4
Louisiana	15.8	31.0
Maine	6.3	30.0
Maryland	14.9	31.5
Massachusetts	10.7	32.0
Michigan	6.6	31.0
Minnesota	9.2	25.0
Mississippi	13.1	38.8
Missouri	12.0	34.8
Montana	12.6	35.7
Nebraska	7.6	39.5
Nevada	18.8	29.6
New Hampshire	8.5	36.9
New Jersey	6.0	24.9
New Mexico	15.1	31.0
New York	9.1	43.1
North Carolina	14.2	33.6
North Dakota	8.4	39.6
Ohio	7.9	33.8
Oklahoma	11.3	34.1
Oregon	11.8	16.4
Pennsylvania	7.9	28.8
Rhode Island	8.7	—
South Carolina	15.3	43.0
South Dakota	9.8	39.9
Tennessee	12.9	29.0
Texas	16.1	37.4
Utah	12.1	41.0
Vermont	6.0	—
Virginia	13.2	32.4
Washington	11.8	32.6
West Virginia	10.7	12.0
Wisconsin	7.4	40.2
Wyoming	8.1	45.9

— too few cases for a reliable estimate

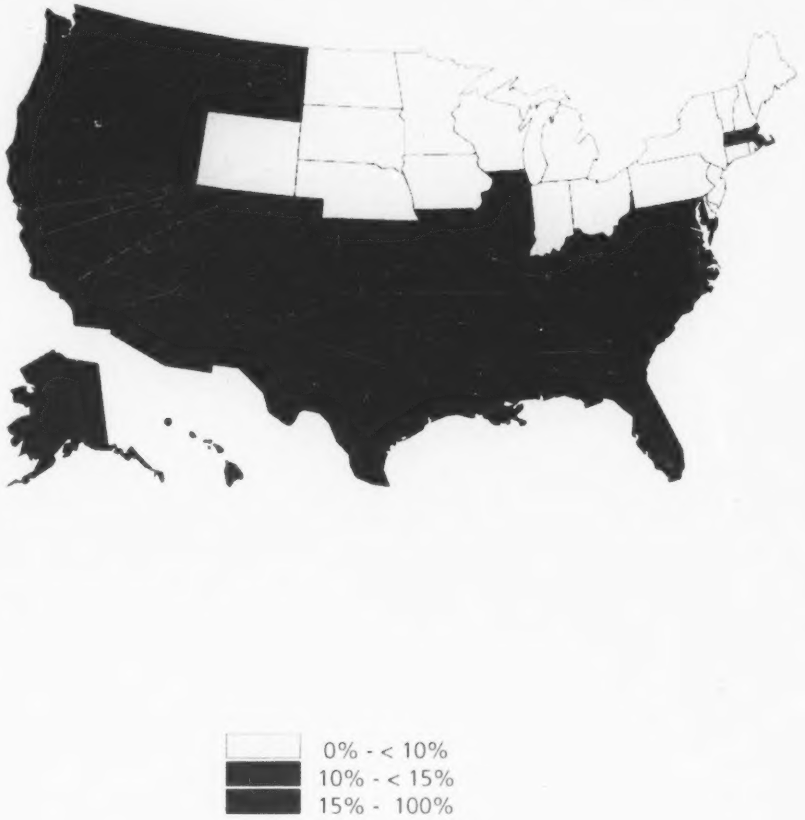
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 2.5
Percentage of Public School Teachers Who Were Newly Hired in 1993-94, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

**Figure 2.6
Percentage of Public
School Teachers Who
Were Newly Hired in
1993-94,
by State: 1993-94**



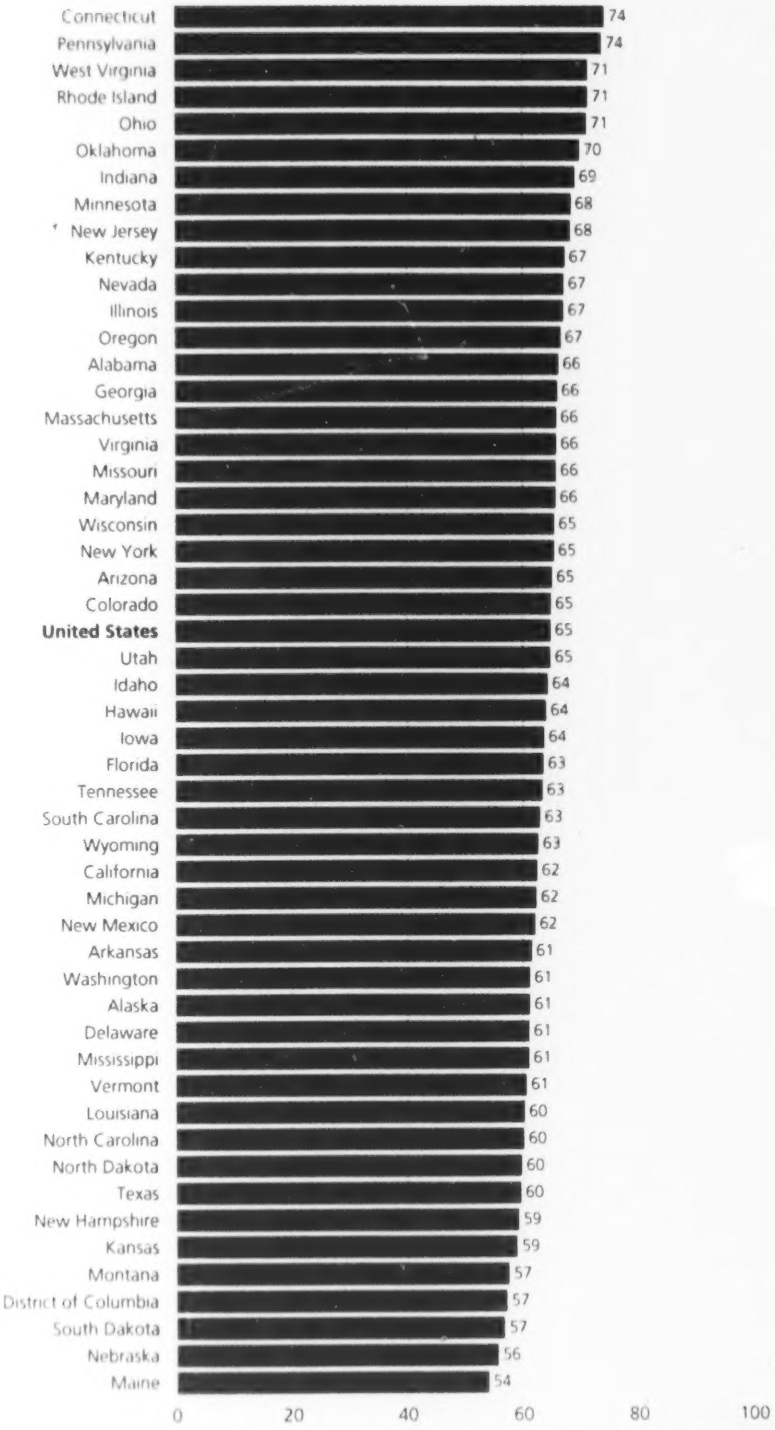
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table 2.4 Percentage of Public School Teachers by Their Plans to Remain in Teaching, by State: 1993-94

	[illegible] Able	Until Retirement	[illegible]	[illegible]	Undecided
United States	32.6	32.2	10.0	4.2	21.0
Alabama	28.4	37.8	8.1	3.6	22.1
Alaska	31.5	29.7	9.2	3.5	26.2
Arizona	33.3	31.8	11.7	2.8	20.4
Arkansas	29.1	32.4	10.4	5.9	22.2
California	38.1	24.3	12.1	5.0	20.4
Colorado	35.7	29.2	11.7	2.1	21.3
Connecticut	39.1	35.1	4.3	2.5	19.0
Delaware	33.6	27.5	12.8	6.7	19.5
District of Columbia	26.5	30.6	7.7	6.9	28.3
Florida	34.1	29.4	10.8	6.0	19.7
Georgia	28.3	37.7	10.1	5.0	19.0
Hawaii	29.6	34.3	12.7	4.5	18.9
Idaho	28.5	35.7	12.1	5.5	18.1
Illinois	34.2	32.9	9.6	4.0	19.3
Indiana	35.3	33.7	9.0	3.8	18.2
Iowa	27.7	35.8	11.9	3.1	21.4
Kansas	30.9	28.0	15.4	3.7	22.0
Kentucky	25.3	42.0	7.3	3.7	21.7
Louisiana	33.5	26.7	11.1	4.2	24.5
Maine	36.2	17.7	12.2	4.1	29.8
Maryland	32.3	33.3	8.1	4.5	21.8
Massachusetts	36.9	28.9	7.4	4.0	22.8
Michigan	31.8	30.5	7.0	3.1	27.6
Minnesota	34.8	33.5	9.1	3.2	19.3
Mississippi	29.8	31.2	8.9	5.3	24.8
Missouri	29.6	36.1	9.9	3.3	21.1
Montana	31.9	25.6	13.9	3.7	25.0
Nebraska	29.8	25.8	20.1	2.0	22.4
Nevada	37.7	29.4	10.4	3.4	19.1
New Hampshire	35.3	23.9	11.5	4.0	25.3
New Jersey	40.7	27.6	7.0	3.3	21.5
New Mexico	30.1	32.0	13.4	4.8	19.7
New York	38.1	27.3	8.3	2.8	23.5
North Carolina	17.3	42.8	14.8	4.9	20.2
North Dakota	30.3	29.4	16.0	2.7	21.6
Ohio	29.0	42.0	7.8	2.4	18.8
Oklahoma	31.1	38.8	9.8	2.3	18.0
Oregon	27.2	39.4	11.8	4.7	16.9
Pennsylvania	37.1	36.5	5.8	2.7	17.9
Rhode Island	38.3	33.0	4.9	4.2	19.6
South Carolina	24.0	38.9	8.4	6.1	22.5
South Dakota	31.3	25.3	16.5	3.8	23.1
Tennessee	31.2	32.1	11.4	5.3	19.9
Texas	30.4	29.2	12.5	6.4	21.6
Utah	34.4	30.3	12.1	4.1	19.1
Vermont	35.8	24.7	12.6	3.9	23.0
Virginia	33.6	32.2	10.0	6.4	17.8
Washington	28.1	33.1	11.6	5.6	21.6
West Virginia	29.3	41.9	8.3	4.6	15.9
Wisconsin	27.0	38.4	9.1	3.6	21.9
Wyoming	30.4	32.2	12.0	4.7	20.7

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 2.7
Percentage of Public School Teachers Planning to Remain in Teaching While Able or Until Retirement, by State: 1993-94



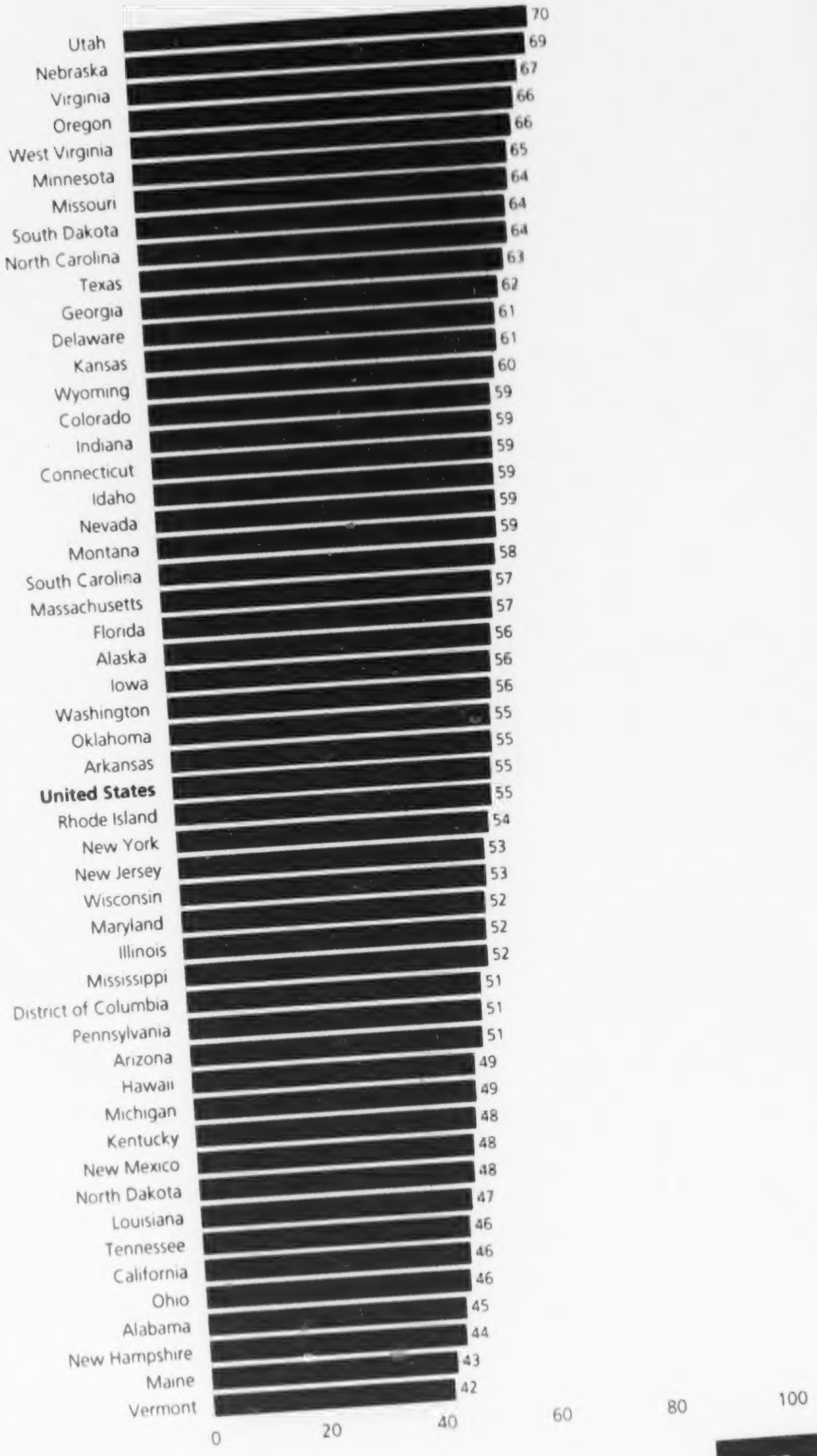
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table 2.5
Percentage of Public School Principals by Their Plans to Remain as Principals, by State: 1993-94

[redacted]					
United States	31.8	23.1	15.5	2.7	26.9
Alabama	27.4	17.2	12.6	2.7	40.1
Alaska	39.1	17.3	9.9	1.2	32.5
Arizona	33.2	17.3	18.7	2.1	28.6
Arkansas	26.6	28.7	13.7	4.4	26.6
California	27.3	18.7	23.2	3.1	27.7
Colorado	32.7	26.4	13.3	0.9	26.7
Connecticut	31.3	27.6	7.4	2.9	30.8
Delaware	37.2	23.5	17.6	2.3	19.3
District of Columbia	27.0	23.8	10.5	2.3	36.4
Florida	35.6	21.3	13.6	0.2	29.3
Georgia	34.6	27.0	14.1	1.0	23.3
Hawaii	30.9	18.0	24.0	7.4	19.7
Idaho	28.6	30.1	18.3	2.6	20.3
Illinois	32.0	20.3	14.4	5.0	28.3
Indiana	38.8	20.2	14.8	3.0	23.2
Iowa	25.0	31.0	17.3	2.9	23.8
Kansas	34.1	26.6	15.8	5.1	18.3
Kentucky	27.1	21.3	12.8	2.1	36.6
Louisiana	32.6	14.3	13.9	5.8	33.4
Maine	33.7	8.8	19.2	1.3	37.0
Maryland	25.5	27.0	16.8	0.5	30.2
Massachusetts	34.8	22.3	12.2	1.4	29.3
Michigan	29.8	19.0	15.1	2.7	33.3
Minnesota	36.4	28.2	15.2	0.5	19.7
Mississippi	28.7	23.6	12.5	2.4	32.7
Missouri	31.2	33.2	14.9	3.7	17.0
Montana	45.2	13.4	11.8	1.2	28.4
Nebraska	30.7	38.3	7.0	2.2	21.8
Nevada	26.2	32.6	9.9	1.7	29.7
New Hampshire	28.1	16.3	20.4	2.5	32.8
New Jersey	36.1	16.8	11.7	3.8	31.6
New Mexico	30.1	17.7	19.1	1.3	31.7
New York	36.7	17.2	14.2	0.8	31.1
North Carolina	34.5	29.3	11.2	2.0	23.0
North Dakota	24.2	23.4	22.2	3.7	26.5
Ohio	24.4	21.3	18.6	6.3	29.4
Oklahoma	32.4	23.0	11.4	2.2	31.0
Oregon	26.1	40.2	8.1	2.8	22.8
Pennsylvania	32.1	18.6	20.8	1.0	27.5
Rhode Island	42.0	12.7	10.7	4.4	30.1
South Carolina	30.9	27.2	12.7	2.2	26.9
South Dakota	35.8	28.0	14.7	6.1	15.4
Tennessee	25.0	21.1	13.3	5.8	34.8
Texas	40.9	22.0	17.8	2.3	17.1
Utah	42.7	27.1	13.4	1.6	15.2
Vermont	30.4	11.5	21.3	2.2	34.7
Virginia	29.3	38.0	10.5	2.5	19.7
Washington	34.0	21.8	14.7	0.9	28.6
West Virginia	23.6	42.1	14.8	2.0	17.5
Wisconsin	22.0	30.9	13.7	3.4	30.0
Wyoming	34.4	25.7	15.4	5.2	19.4

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Principal Questionnaire)

Figure 2.8
Percentage of Public School Principals Planning to Remain as Principals While Able or Until Retirement, by State: 1993-94



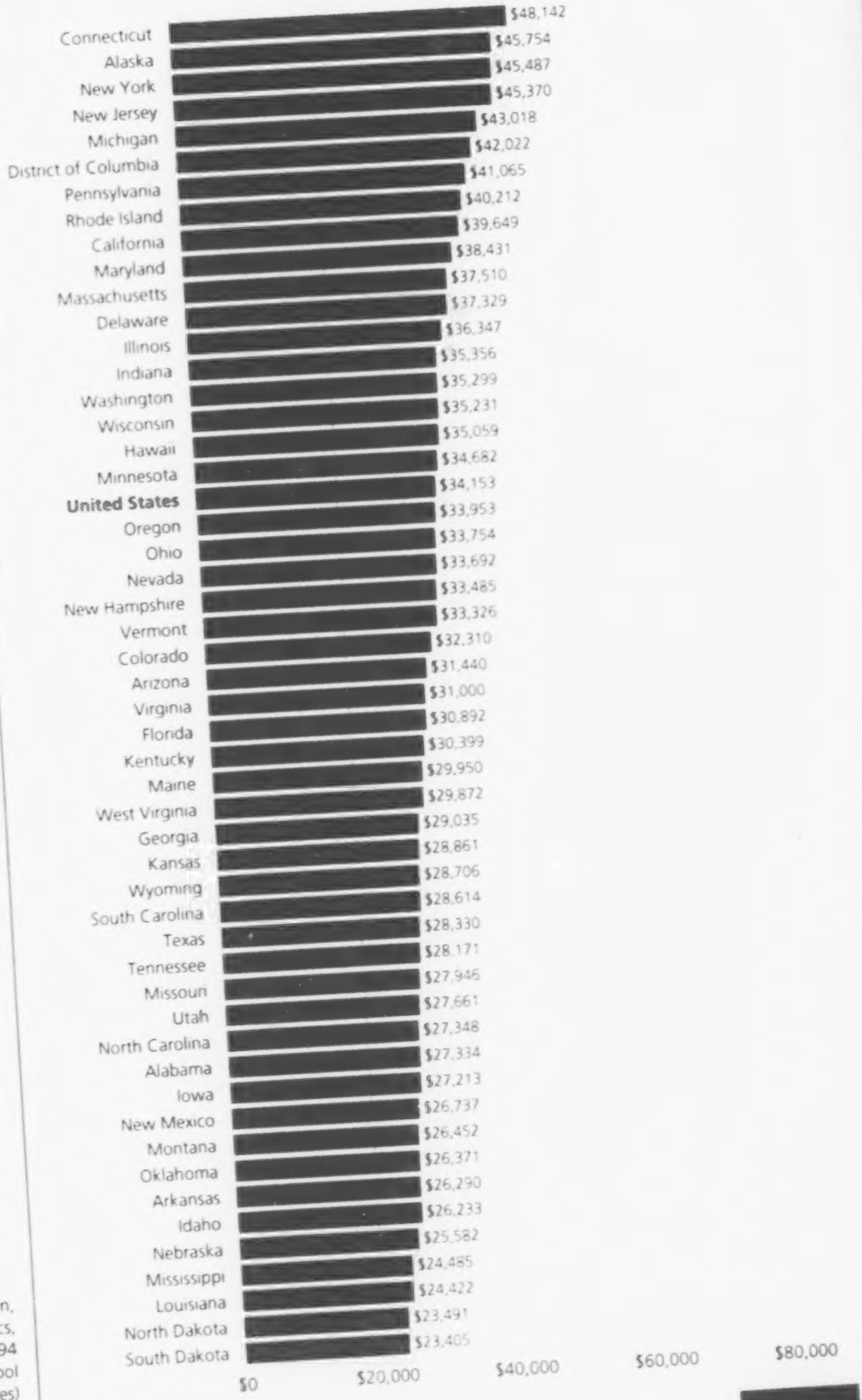
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Principal Questionnaire)

Table 2.6
Average Base Year Salaries of Full-Time Public School Teachers and Principals, by State: 1993-94

	[illegible]	[illegible]
United States	$34,153	$54,858
Alabama	$27,334	$45,554
Alaska	$45,754	$65,982
Arizona	$31,440	$54,092
Arkansas	$26,290	$41,797
California	$39,649	$62,499
Colorado	$32,310	$52,585
Connecticut	$48,142	$76,803
Delaware	$37,329	$63,921
District of Columbia	$42,022	$66,616
Florida	$30,892	$57,684
Georgia	$29,035	$54,763
Hawaii	$35,059	$53,425
Idaho	$26,233	$45,293
Illinois	$36,347	$56,099
Indiana	$35,356	$54,325
Iowa	$27,213	$48,524
Kansas	$28,861	$49,932
Kentucky	$30,399	$52,279
Louisiana	$24,422	$43,237
Maine	$29,950	$46,769
Maryland	$38,431	$64,258
Massachusetts	$37,510	$56,960
Michigan	$43,018	$62,516
Minnesota	$34,682	$55,500
Mississippi	$24,485	$40,930
Missouri	$27,946	$47,529
Montana	$26,452	$42,382
Nebraska	$25,582	$45,569
Nevada	$33,692	$60,677
New Hampshire	$33,485	$51,193
New Jersey	$45,370	$75,863
New Mexico	$26,737	$42,068
New York	$45,487	$69,938
North Carolina	$27,348	$50,548
North Dakota	$23,491	$36,095
Ohio	$33,754	$53,409
Oklahoma	$26,371	$41,599
Oregon	$33,953	$51,798
Pennsylvania	$41,065	$60,995
Rhode Island	$40,212	$56,608
South Carolina	$28,614	$50,805
South Dakota	$23,405	$37,063
Tennessee	$28,171	$44,773
Texas	$28,330	$49,205
Utah	$27,661	$47,920
Vermont	$33,326	$49,234
Virginia	$31,000	$54,801
Washington	$35,299	$60,782
West Virginia	$29,872	$44,091
Wisconsin	$35,231	$54,956
Wyoming	$28,706	$47,649

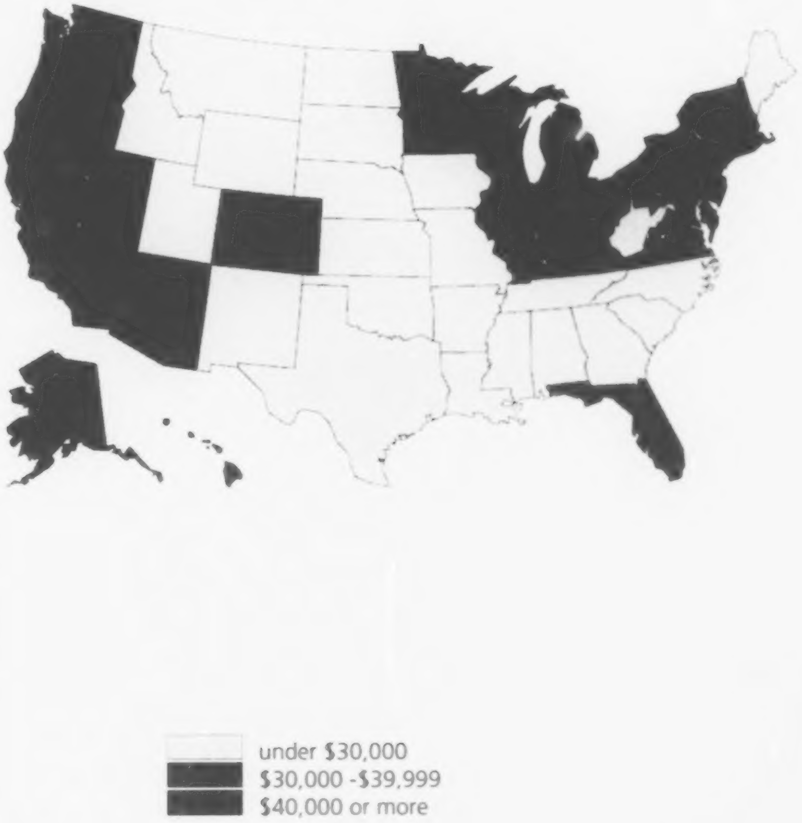
Source U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher and Public School Principal Questionnaires)

Figure 2.9 Average Base Year Salaries of Full-Time Public School Teachers, by State: 1993-94



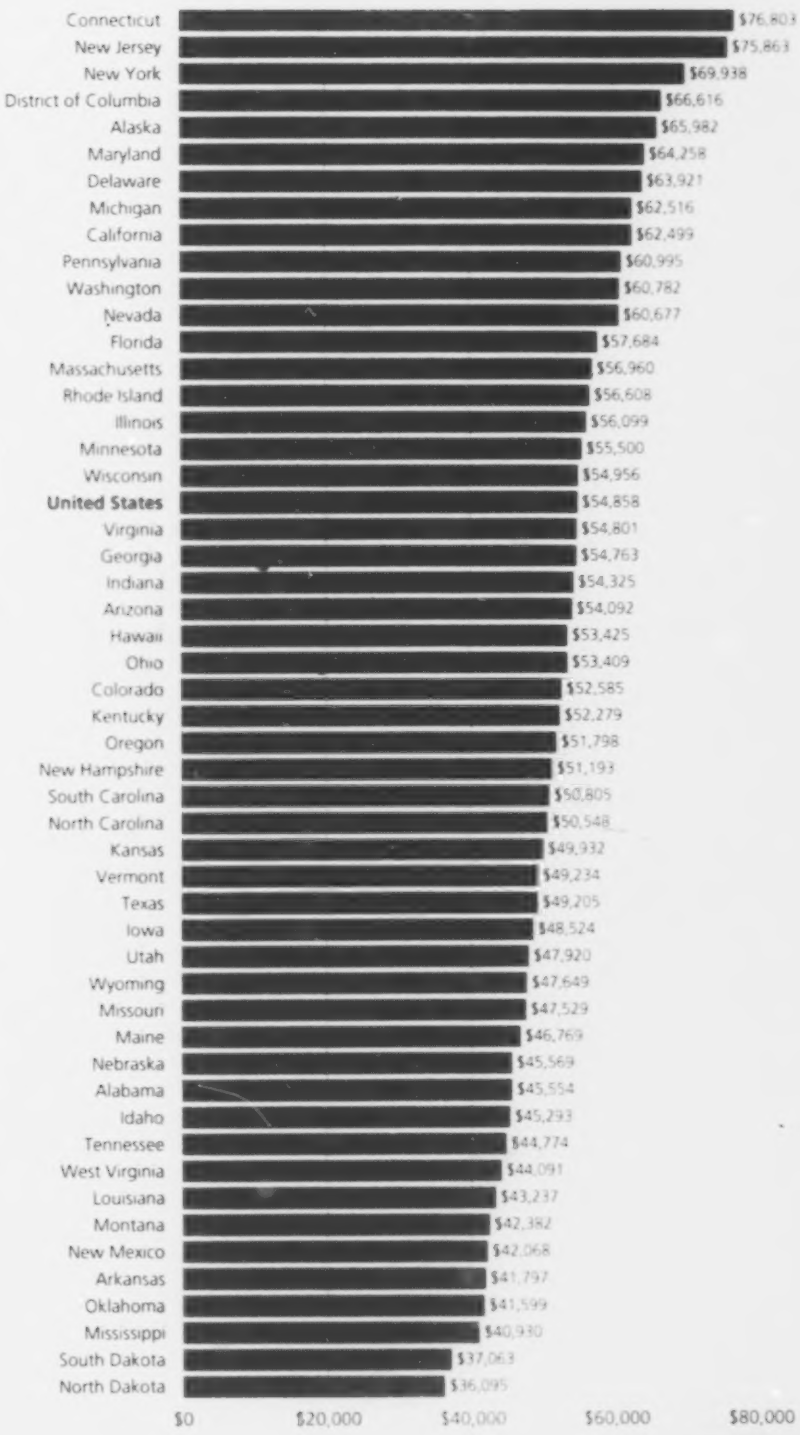
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher and Public School Principal Questionnaires)

Figure 2.10
Average Base Year Salaries of Full-Time Public School Teachers, by State: 1993-94


under $30,000
$30,000 -$39,999
$40,000 or more

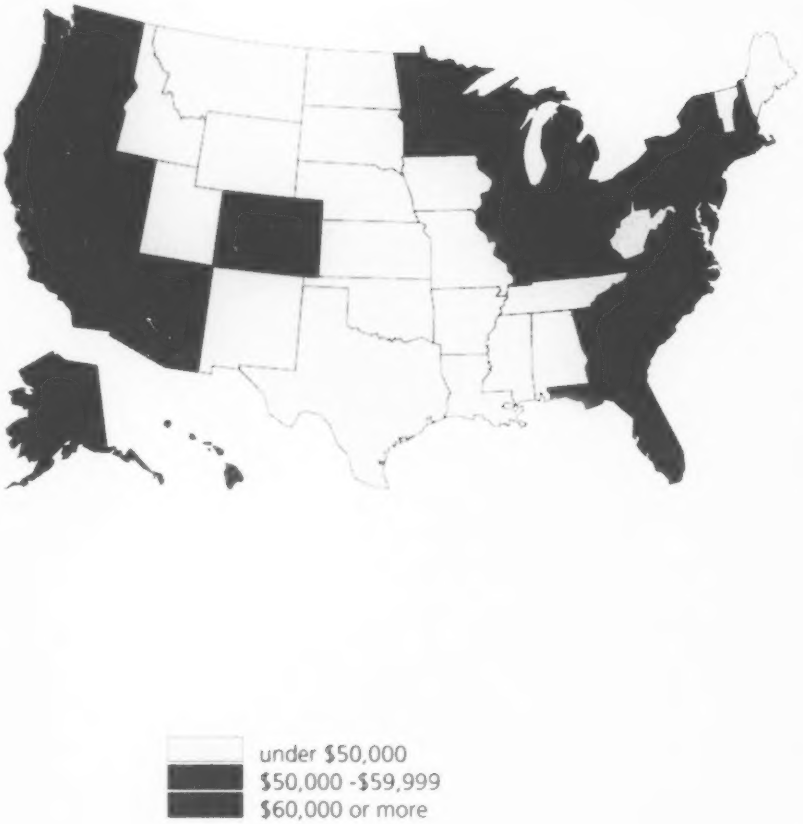
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher and Public School Principal Questionnaires)

Figure 2.11
Average Salaries of Public School Principals, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher and Public School Principal Questionnaires)

Figure 2.12
Average Salaries of Public School Principals, by State: 1993-94


under $50,000
$50,000 -$59,999
$60,000 or more

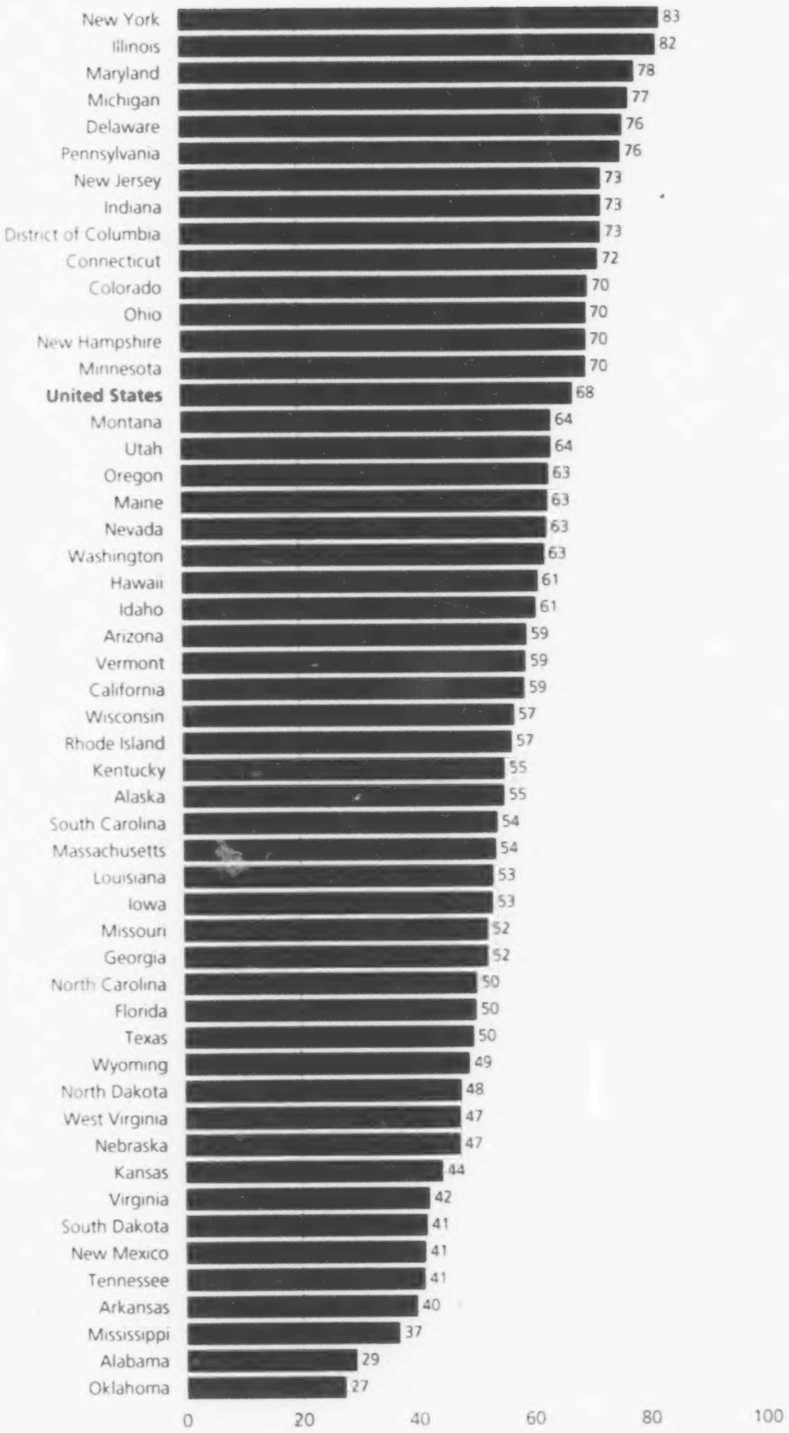
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher and Public School Principal Questionnaires)

Table 2.7
Average Base Year Salaries of Full-Time Public School Teachers by Years of Teaching Experience, by State: 1993-94

	1 to 2 Years	3 to 9 Years	10 to 20 Years	Over 20 Years
United States	$23,970	$28,156	$34,240	$40,149
Alabama	$22,777	$26,166	$27,723	$29,412
Alaska	$32,982	$40,016	$48,549	$51,231
Arizona	$23,015	$27,472	$33,343	$36,669
Arkansas	$20,832	$23,631	$27,489	$29,096
California	$28,332	$34,112	$42,145	$45,025
Colorado	$22,255	$26,581	$32,300	$37,880
Connecticut	$30,485	$39,492	$49,083	$52,441
Delaware	$24,380	$28,750	$39,045	$42,986
District of Columbia	$28,120	$30,807	$41,578	$48,509
Florida	$24,056	$26,146	$31,567	$36,131
Georgia	$22,081	$25,580	$30,694	$33,628
Hawaii	$26,221	$29,682	$32,801	$42,310
Idaho	$19,113	$22,474	$28,763	$30,769
Illinois	$23,308	$29,070	$36,036	$42,463
Indiana	$23,117	$27,262	$36,732	$39,887
Iowa	$20,087	$23,071	$26,761	$30,775
Kansas	$22,963	$25,477	$29,249	$33,114
Kentucky	$22,070	$25,785	$32,667	$34,304
Louisiana	$18,564	$20,964	$25,601	$28,460
Maine	$20,643	$24,837	$30,879	$33,674
Maryland	$25,346	$30,160	$40,455	$45,217
Massachusetts	$25,905	$32,146	$38,119	$39,839
Michigan	$26,817	$34,697	$43,904	$47,550
Minnesota	$23,331	$27,428	$34,793	$39,627
Mississippi	$19,665	$21,967	$25,089	$26,855
Missouri	$21,639	$24,057	$27,615	$32,959
Montana	$19,148	$21,725	$27,225	$31,365
Nebraska	$19,225	$22,116	$26,111	$28,313
Nevada	$23,908	$28,651	$37,303	$38,956
New Hampshire	$22,126	$27,389	$35,045	$37,588
New Jersey	$30,053	$33,544	$43,956	$51,866
New Mexico	$21,918	$23,769	$27,632	$30,943
New York	$29,522	$35,448	$44,805	$53,973
North Carolina	$21,431	$23,320	$27,480	$32,220
North Dakota	$17,897	$20,487	$23,975	$26,400
Ohio	$22,362	$27,011	$34,483	$37,999
Oklahoma	$22,796	$23,956	$27,148	$29,008
Oregon	$23,188	$26,769	$35,690	$37,872
Pennsylvania	$25,826	$32,017	$40,979	$45,442
Rhode Island	$27,247	$33,393	$42,446	$42,681
South Carolina	$21,009	$24,892	$30,627	$32,371
South Dakota	$18,712	$20,496	$23,555	$26,476
Tennessee	$22,113	$25,285	$28,806	$31,185
Texas	$21,970	$25,295	$29,756	$32,895
Utah	$19,307	$23,860	$30,031	$31,619
Vermont	$23,347	$26,726	$34,276	$37,158
Virginia	$25,108	$26,263	$31,056	$35,636
Washington	$24,809	$29,869	$37,637	$40,317
West Virginia	$21,806	$26,133	$30,284	$32,129
Wisconsin	$25,061	$28,867	$36,304	$39,371
Wyoming	$21,595	$24,414	$29,873	$32,169

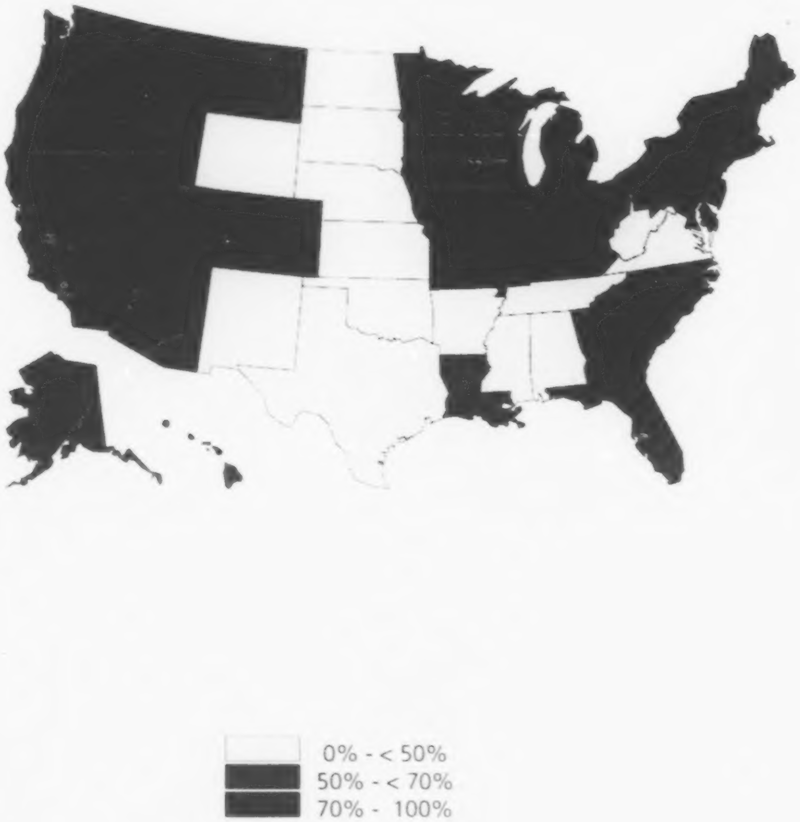
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 2.13 Average Percentage of Salary Growth for Full-Time Public School Teachers Over 20 Years of Service, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 2.14
Average Salary Growth (%) for Full-Time Public School Teachers Over 20 Years of Service, by State: 1993-94



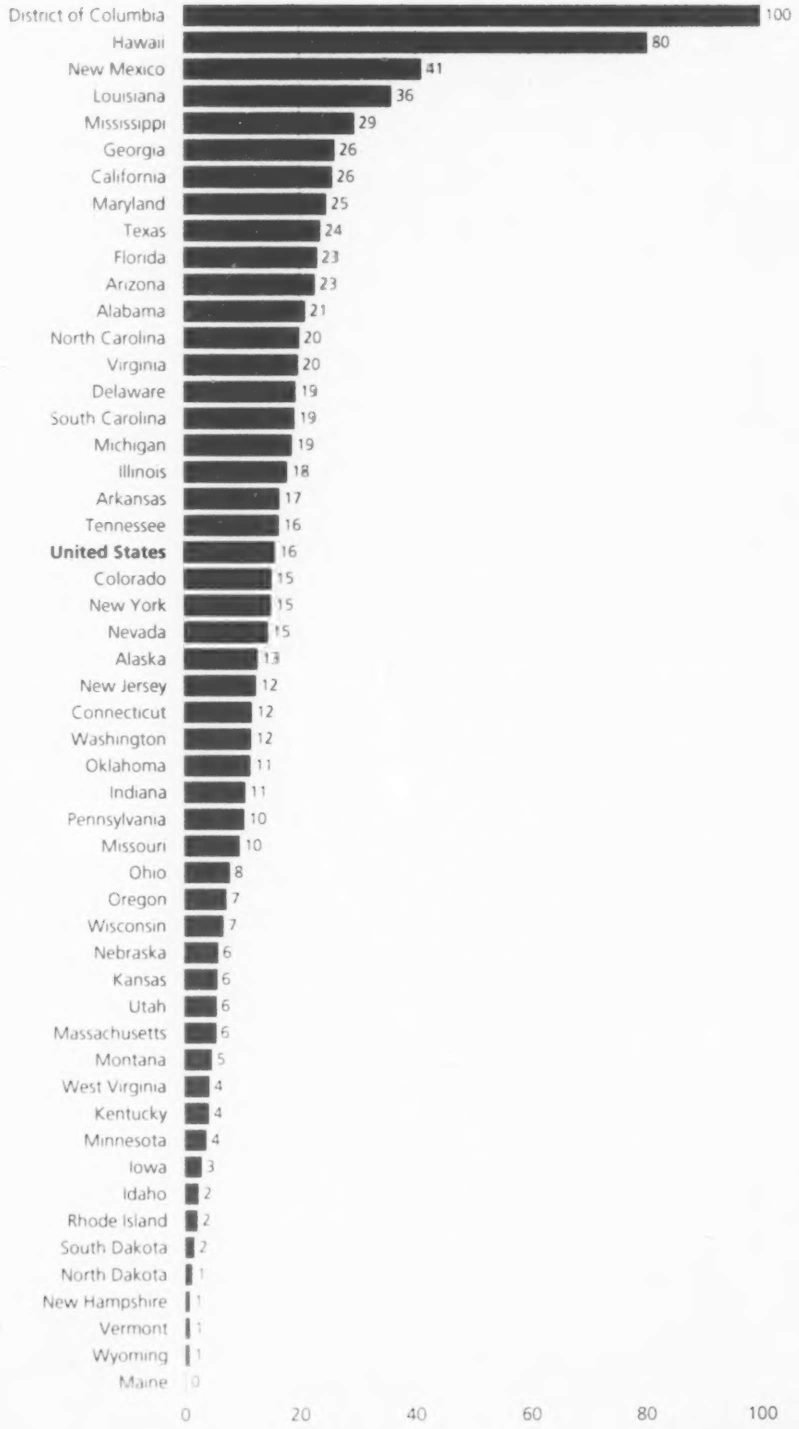
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire

Table 2.8 Percentage of Public Schools with Different Proportions of Minority Teachers and Percentage with Minority Principals, by State: 1993-94

	<1% Minority Teachers	1-10% Minority Teachers	10-30% Minority Teachers	≥30% Minority Teachers	Minority Principals
United States	42.4	23.9	20.0	13.7	15.7
Alabama	12.7	20.0	43.2	24.1	21.0
Alaska	35.5	21.1	31.6	11.8	12.7
Arizona	22.1	39.1	22.3	16.5	22.7
Arkansas	43.0	19.7	21.1	16.3	16.5
California	16.9	29.4	34.3	19.5	25.7
Colorado	28.1	35.4	29.9	6.6	15.2
Connecticut	48.6	32.1	10.2	9.1	11.7
Delaware	0.0	33.0	67.0	0.0	19.3
District of Columbia	0.0	0.0	0.0	100.0	100.0
Florida	5.9	30.5	42.4	21.2	23.1
Georgia	14.4	29.8	25.3	30.4	26.1
Hawaii	0.0	0.0	1.0	99.0	80.4
Idaho	69.6	24.4	3.3	2.7	2.4
Illinois	57.4	15.3	10.6	16.6	17.9
Indiana	60.1	25.3	10.6	4.0	10.5
Iowa	77.8	20.1	2.1	0.0	2.9
Kansas	65.6	18.4	14.8	1.2	5.7
Kentucky	59.1	28.7	10.9	1.3	4.3
Louisiana	4.7	18.6	38.7	38.0	35.9
Maine	91.1	8.6	0.2	0.2	0.2
Maryland	13.6	27.5	33.0	25.9	24.7
Massachusetts	57.1	25.6	9.2	8.1	5.5
Michigan	60.8	17.3	8.0	13.9	18.7
Minnesota	72.5	21.0	6.5	0.0	3.8
Mississippi	6.1	16.2	40.1	37.6	29.5
Missouri	66.3	18.4	6.5	8.8	9.5
Montana	77.8	11.8	6.8	3.5	4.8
Nebraska	87.7	9.3	3.0	0.0	5.9
Nevada	17.9	36.4	40.9	4.8	14.5
New Hampshire	87.6	12.4	0.0	0.0	0.8
New Jersey	31.0	41.4	16.5	11.2	12.5
New Mexico	9.3	15.2	32.5	43.0	41.1
New York	38.8	27.3	15.1	18.9	15.1
North Carolina	10.8	20.3	50.1	18.8	19.9
North Dakota	91.7	5.7	2.3	0.3	1.3
Ohio	65.0	14.1	13.0	7.8	7.9
Oklahoma	27.1	28.3	34.2	10.4	11.5
Oregon	58.4	27.7	13.9	0.0	7.3
Pennsylvania	66.5	17.0	8.3	8.2	10.4
Rhode Island	66.6	23.5	8.8	1.1	2.1
South Carolina	4.2	31.5	43.9	20.4	19.1
South Dakota	84.7	9.9	2.5	2.9	1.6
Tennessee	40.7	26.3	18.5	14.5	16.5
Texas	22.1	28.2	26.0	23.6	23.6
Utah	49.5	38.1	9.7	2.7	5.6
Vermont	83.3	15.1	0.0	1.6	0.7
Virginia	16.2	32.5	37.7	13.7	19.7
Washington	49.3	31.2	16.2	3.3	11.6
West Virginia	82.8	12.8	3.7	0.7	4.3
Wisconsin	67.8	22.4	9.0	0.8	6.8
Wyoming	67.7	26.3	5.2	0.8	0.7

Source U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School and Public School Principal Questionnaires)

Figure 2.15
Percentage of Public Schools with Minority Principals, by State: 1993-94



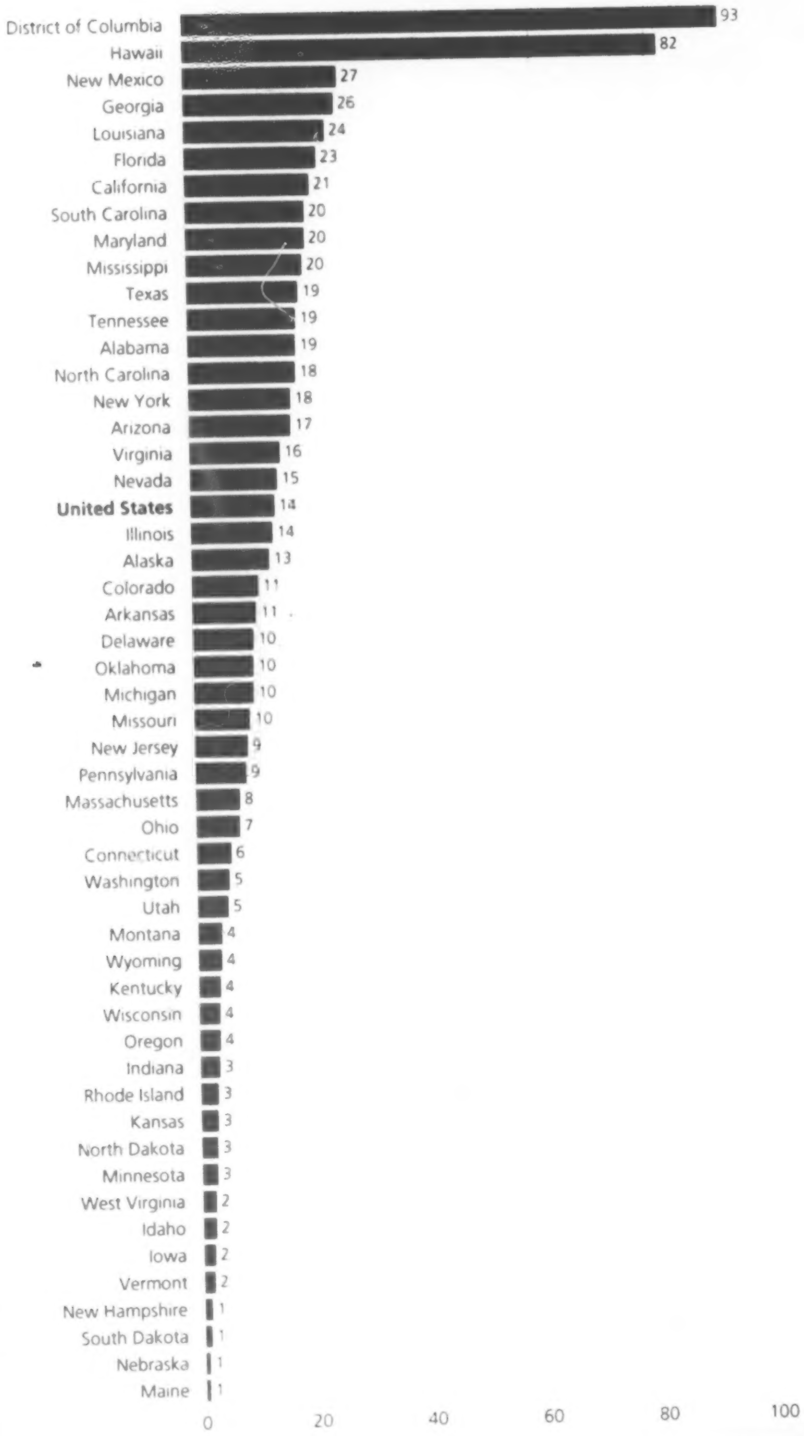
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Table 2.9 Percentage of K-6 Public School Teachers Who Are Female or Minority, by State: 1993-94

	Female Teachers	Minority Teachers
United States	88.6	14.4
Alabama	93.6	18.5
Alaska	81.6	13.3
Arizona	84.4	17.5
Arkansas	95.2	10.9
California	87.7	21.5
Colorado	85.6	11.4
Connecticut	85.7	5.9
Delaware	87.6	10.4
District of Columbia	88.5	92.8
Florida	86.6	22.7
Georgia	94.4	25.9
Hawaii	91.5	82.1
Idaho	85.0	2.2
Illinois	90.9	14.0
Indiana	89.0	3.3
Iowa	88.5	1.9
Kansas	89.0	2.9
Kentucky	90.5	3.7
Louisiana	95.2	24.3
Maine	92.1	0.6
Maryland	87.6	20.4
Massachusetts	81.9	7.5
Michigan	85.9	10.2
Minnesota	77.0	2.6
Mississippi	97.3	20.0
Missouri	90.1	9.5
Montana	85.9	4.1
Nebraska	94.9	0.7
Nevada	85.0	15.0
New Hampshire	86.2	1.2
New Jersey	93.0	9.0
New Mexico	91.7	26.6
New York	85.7	17.5
North Carolina	94.9	18.5
North Dakota	86.1	2.7
Ohio	86.8	7.4
Oklahoma	91.2	10.3
Oregon	81.4	3.5
Pennsylvania	82.1	8.7
Rhode Island	89.9	3.0
South Carolina	95.0	20.5
South Dakota	91.5	1.1
Tennessee	94.1	18.7
Texas	90.5	19.1
Utah	84.6	5.2
Vermont	87.5	1.8
Virginia	94.9	15.5
Washington	83.7	5.5
West Virginia	88.2	2.3
Wisconsin	80.0	3.5
Wyoming	84.0	4.0

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 2.16 Percentage of K-6 Public School Teachers Who Are Minority, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School and Public School Principal Questionnaires

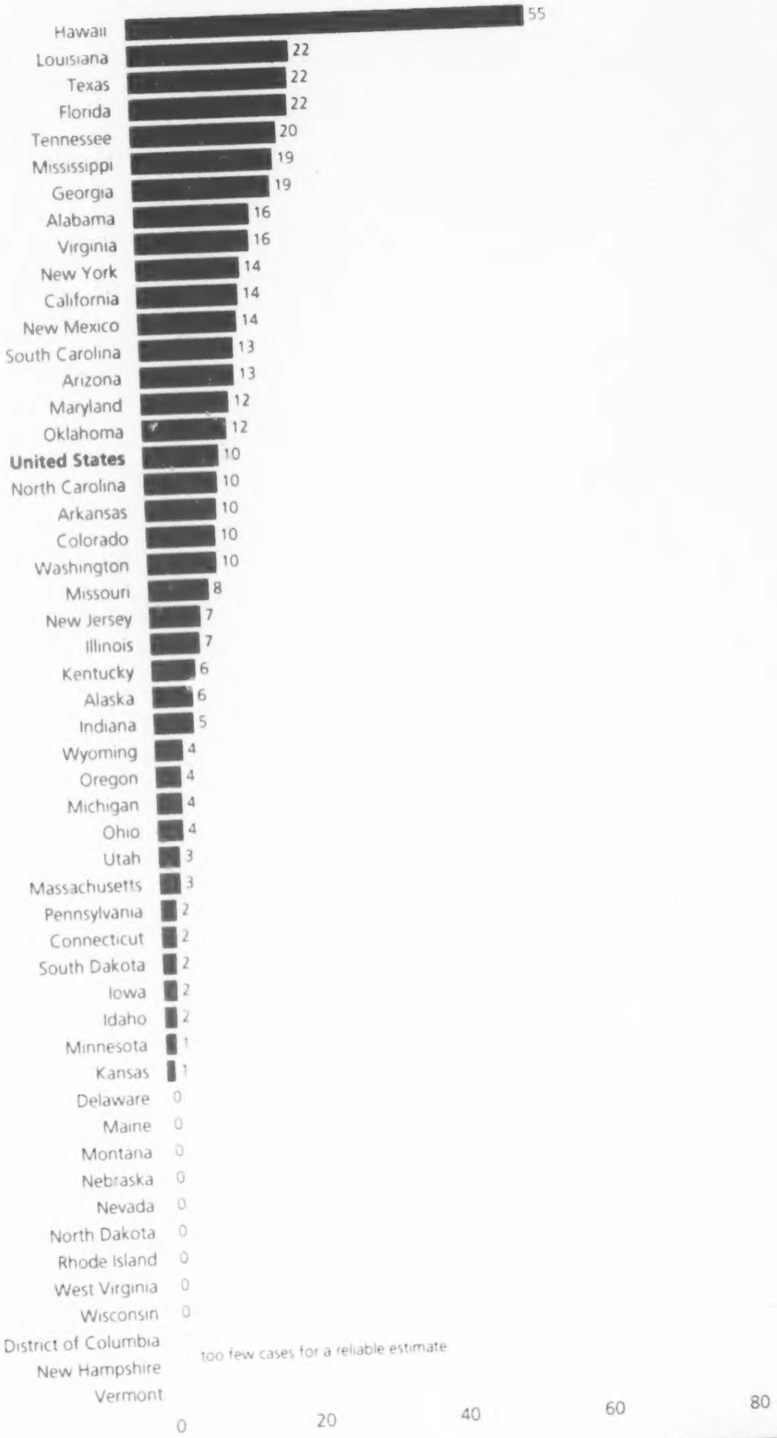
Table 2.10 Percentage of Grades 7-12 Public School Science and Mathematics Teachers Who Are Female or Minority, by State: 1993-94

United States	41.6	10.3	51.3	10.9
Alabama	64.3	15.9	61.7	12.5
Alaska	16.6	5.6	36.5	10.8
Arizona	41.4	12.9	59.8	12.9
Arkansas	53.3	9.7	61.8	10.0
California	39.3	13.9	39.1	23.5
Colorado	40.0	9.5	41.1	4.4
Connecticut	46.8	2.0	50.8	3.3
Delaware	68.1	0.0	—	—
District of Columbia	—	—	86.1	68.3
Florida	58.2	21.7	64.3	16.9
Georgia	71.6	18.9	84.4	21.7
Hawaii	61.5	55.2	66.6	61.0
Idaho	22.5	1.7	42.3	1.5
Illinois	37.7	6.8	51.1	12.1
Indiana	27.4	5.5	39.0	6.8
Iowa	26.0	1.9	32.6	0.0
Kansas	22.7	1.2	52.9	0.8
Kentucky	47.0	6.0	61.3	1.6
Louisiana	71.2	22.2	60.7	21.7
Maine	27.4	0.0	49.1	0.0
Maryland	55.2	12.0	65.1	9.6
Massachusetts	40.0	2.9	47.2	3.4
Michigan	33.6	3.5	43.3	4.2
Minnesota	23.1	1.5	32.3	0.0
Mississippi	69.0	19.4	66.6	25.2
Missouri	41.2	8.3	53.7	5.5
Montana	15.0	0.0	30.5	2.0
Nebraska	19.3	0.0	31.9	0.0
Nevada	—	0.0	42.9	—
New Hampshire	—	—	55.8	0.0
New Jersey	33.5	7.0	60.0	6.8
New Mexico	37.2	13.6	56.3	27.1
New York	28.6	14.2	54.5	11.3
North Carolina	50.7	10.0	67.1	19.4
North Dakota	21.0	0.0	40.0	0.0
Ohio	30.4	3.5	45.0	4.3
Oklahoma	42.9	11.6	48.0	15.5
Oregon	24.4	3.6	22.5	2.0
Pennsylvania	25.1	2.2	51.3	1.5
Rhode Island	—	0.0	57.8	—
South Carolina	60.9	12.9	64.9	13.0
South Dakota	40.1	1.9	54.5	0.0
Tennessee	55.2	20.0	66.5	12.6
Texas	60.5	21.8	50.0	13.7
Utah	29.5	2.9	42.6	4.7
Vermont	—	—	56.5	—
Virginia	59.9	15.6	66.3	20.5
Washington	39.2	9.5	34.8	6.7
West Virginia	57.8	0.0	54.8	1.7
Wisconsin	18.6	0.0	19.9	2.5
Wyoming	36.6	3.9	34.2	3.2

— too few cases for a reliable estimate

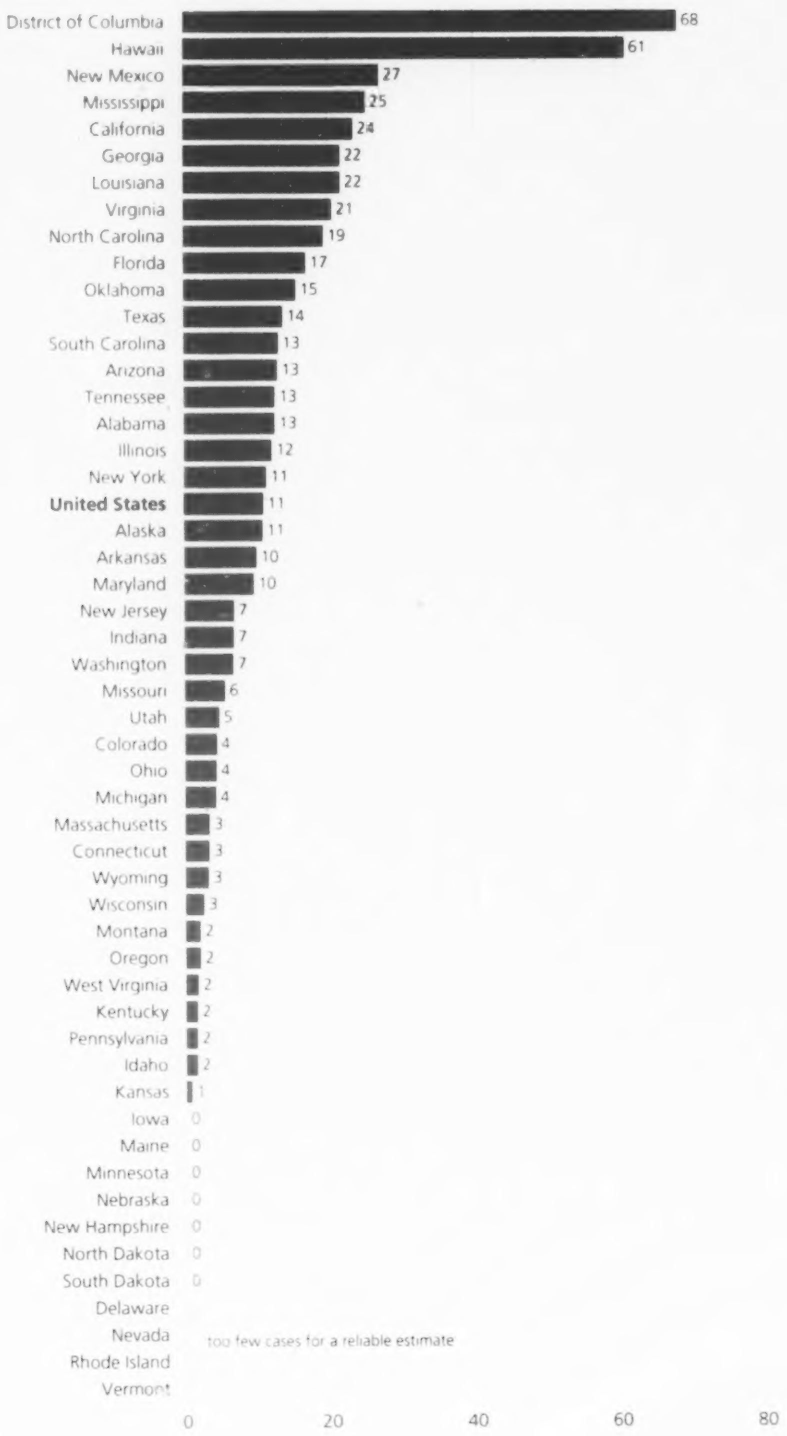
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 2.17
Percentage of Grades 7-12 Public School Science Teachers Who Are Minority, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 2.18 Percentage of Grades 7-12 Public School Mathematics Teachers Who Are Minority, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

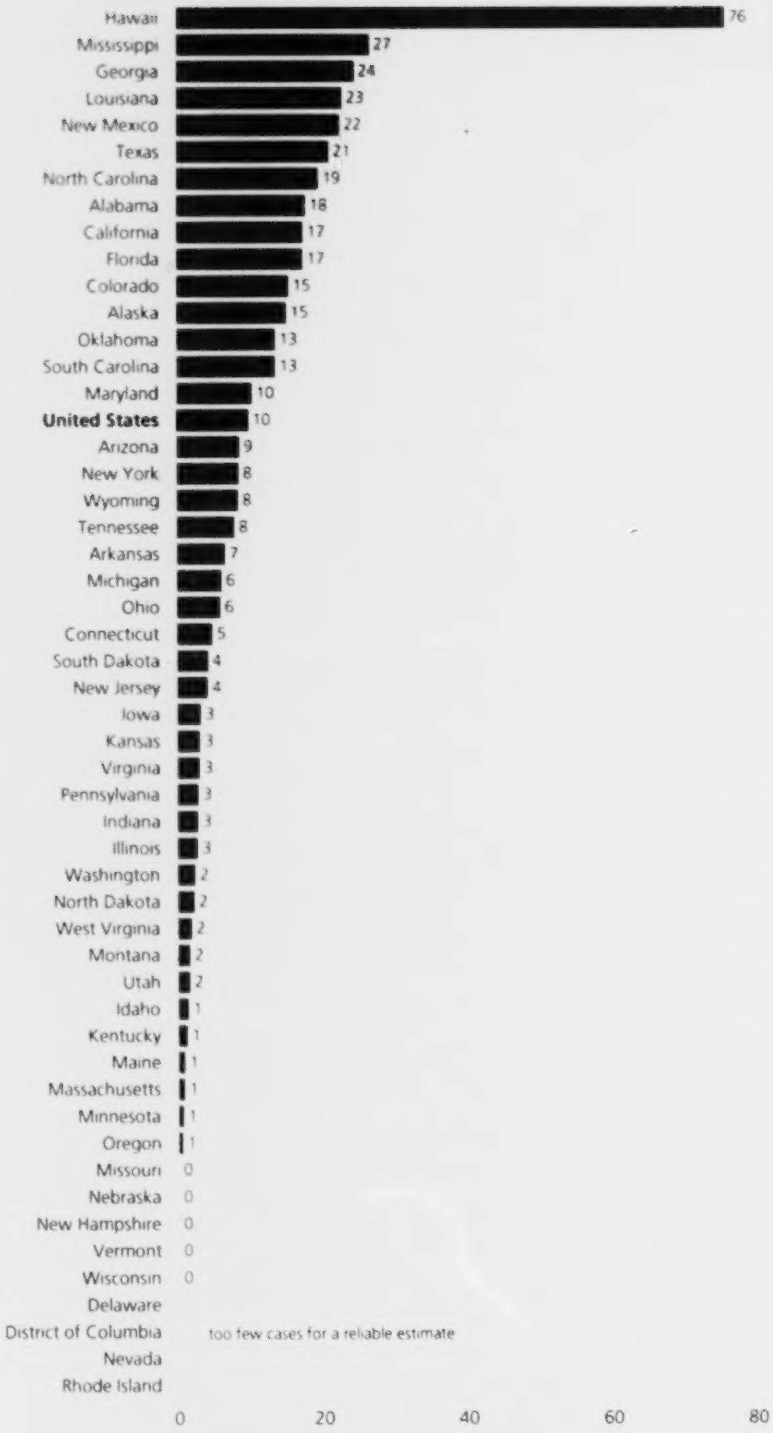
Table 2.11 Percentage of Grades 7-12 Public School English and Social Studies Teachers Who Are Female or Minority, by State: 1993-94

	[illegible]	[illegible]	[illegible]	[illegible]
United States	34.2	9.8	73.2	9.8
Alabama	57.9	17.6	85.6	10.6
Alaska	28.2	15.0	46.8	0.6
Arizona	41.0	8.5	67.6	6.6
Arkansas	39.8	6.5	82.2	14.1
California	32.9	17.3	69.8	15.9
Colorado	34.5	15.3	79.8	12.1
Connecticut	31.1	4.8	53.5	3.8
Delaware	—	—	73.8	—
District of Columbia	—	—	—	—
Florida	37.9	17.3	92.3	25.6
Georgia	48.1	24.4	90.7	20.8
Hawaii	—	75.8	74.7	59.5
Idaho	24.4	1.4	71.5	2.1
Illinois	27.7	2.7	70.8	9.3
Indiana	30.6	2.7	69.0	5.9
Iowa	14.9	3.1	67.2	1.1
Kansas	25.4	3.0	73.1	1.8
Kentucky	49.6	1.2	81.4	3.4
Louisiana	29.7	22.7	87.2	24.7
Maine	21.2	0.8	70.6	0.0
Maryland	58.1	10.2	75.0	9.8
Massachusetts	36.8	0.8	68.0	15.7
Michigan	33.9	6.0	60.2	3.7
Minnesota	20.9	0.6	54.1	0.4
Mississippi	36.4	26.5	90.2	25.7
Missouri	51.0	0.0	75.4	1.2
Montana	22.8	1.6	75.0	0.9
Nebraska	17.0	0.0	78.1	2.1
Nevada	—	—	72.4	—
New Hampshire	—	0.0	61.3	0.0
New Jersey	34.2	4.1	69.7	3.3
New Mexico	32.4	22.4	80.1	19.7
New York	29.8	8.4	50.9	8.2
North Carolina	41.3	19.4	92.3	15.4
North Dakota	18.1	2.2	76.9	0.0
Ohio	24.5	5.9	73.8	1.8
Oklahoma	26.9	13.5	85.7	9.9
Oregon	32.0	0.5	60.4	6.8
Pennsylvania	20.1	2.8	72.2	7.1
Rhode Island	—	—	82.1	0.0
South Carolina	55.2	13.5	94.1	9.0
South Dakota	22.3	4.2	81.8	0.0
Tennessee	28.2	7.8	83.3	14.8
Texas	37.6	20.9	74.4	11.8
Utah	26.8	1.6	82.7	1.8
Vermont	—	0.0	69.8	—
Virginia	56.3	3.0	77.9	14.1
Washington	37.3	2.4	59.6	3.8
West Virginia	40.0	1.8	87.4	0.0
Wisconsin	18.9	0.0	72.3	0.9
Wyoming	20.5	8.3	65.5	3.2

— too few cases for a reliable estimate

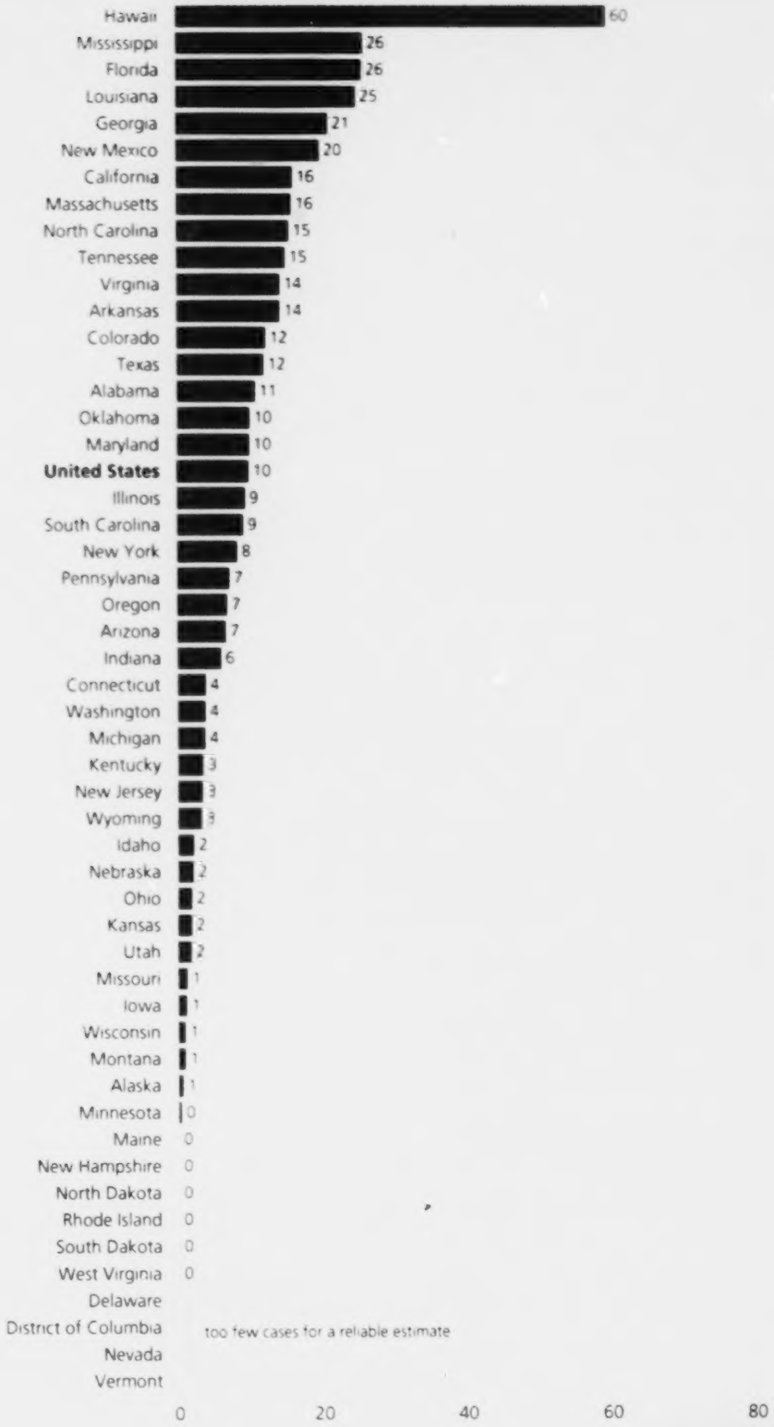
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 2.19 Percentage of Grades 7-12 Public School Social Studies Teachers Who Are Minority, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 2.20
Percentage of Grades 7-12 Public School English Teachers Who Are Minority, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table 2.12 Percentage of Public School Principals by Race/Ethnicity, by State: 1993-94

	White	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
United States	84.3	10.1	4.1	0.8	0.8	15.8
Alabama	79.0	18.8	1.1	0.0	1.0	21.0
Alaska	87.3	1.8	1.6	2.2	7.1	12.7
Arizona	77.3	3.2	16.8	0.8	2.1	22.8
Arkansas	83.5	15.8	0.0	0.0	0.8	16.5
California	74.3	9.0	13.4	3.1	0.2	25.7
Colorado	84.8	2.2	11.8	0.0	1.4	15.4
Connecticut	88.3	10.1	1.2	0.0	0.3	11.7
Delaware	80.7	19.3	0.0	0.0	0.0	19.3
District of Columbia	0.0	96.2	2.2	0.0	1.6	100.0
Florida	76.9	15.6	6.5	1.0	0.0	23.1
Georgia	73.9	25.8	0.2	0.0	0.1	26.1
Hawaii	19.6	2.4	1.9	76.0	0.0	80.4
Idaho	97.6	0.0	1.4	1.0	0.0	2.4
Illinois	82.1	14.7	2.2	0.6	0.5	17.9
Indiana	89.5	7.2	2.6	0.0	0.7	10.5
Iowa	97.1	0.9	1.1	0.0	0.9	2.9
Kansas	94.3	4.1	1.2	0.0	0.5	5.7
Kentucky	95.7	3.1	0.9	0.0	0.3	4.3
Louisiana	64.1	34.7	1.3	0.0	0.0	35.9
Maine	99.8	0.0	0.0	0.0	0.2	0.2
Maryland	75.3	24.2	0.3	0.0	0.2	24.7
Massachusetts	94.5	4.3	0.1	0.0	1.1	5.5
Michigan	81.3	18.0	0.0	0.0	0.7	18.7
Minnesota	96.2	2.2	0.5	0.0	1.1	3.8
Mississippi	70.5	28.8	0.6	0.0	0.1	29.5
Missouri	90.5	7.9	0.8	0.0	0.9	9.5
Montana	95.2	0.3	0.6	0.0	3.9	4.8
Nebraska	94.1	1.8	0.7	0.0	3.4	5.9
Nevada	85.5	8.7	4.0	0.0	1.8	14.5
New Hampshire	99.2	0.0	0.8	0.0	0.0	0.8
New Jersey	87.5	12.4	0.1	0.0	0.0	12.5
New Mexico	58.9	0.4	38.5	0.0	2.2	41.1
New York	84.9	10.7	3.5	0.6	0.3	15.1
North Carolina	80.1	17.2	0.8	0.0	1.9	19.9
North Dakota	98.7	0.0	0.0	0.3	1.0	1.3
Ohio	92.1	7.9	0.0	0.0	0.0	7.9
Oklahoma	88.5	4.0	0.2	0.0	7.3	11.5
Oregon	92.7	2.5	3.3	0.0	1.4	7.3
Pennsylvania	89.6	8.0	2.0	0.4	0.0	10.4
Rhode Island	97.9	0.9	0.7	0.5	0.0	2.1
South Carolina	80.9	19.1	0.0	0.0	0.0	19.1
South Dakota	98.4	0.0	0.9	0.0	1.6	2.5
Tennessee	83.5	16.0	0.0	0.0	0.4	16.5
Texas	76.4	7.2	15.2	0.6	0.6	23.6
Utah	94.4	1.2	2.6	0.6	1.3	5.6
Vermont	99.3	0.0	0.0	0.0	0.7	0.7
Virginia	80.3	17.5	1.0	1.2	0.0	19.7
Washington	88.4	5.3	1.2	3.2	2.0	11.6
West Virginia	95.7	2.4	1.9	0.0	0.0	4.3
Wisconsin	93.2	5.6	0.8	0.0	0.4	6.8
Wyoming	99.3	0.0	0.0	0.0	0.7	0.7

+ including Alaska Natives

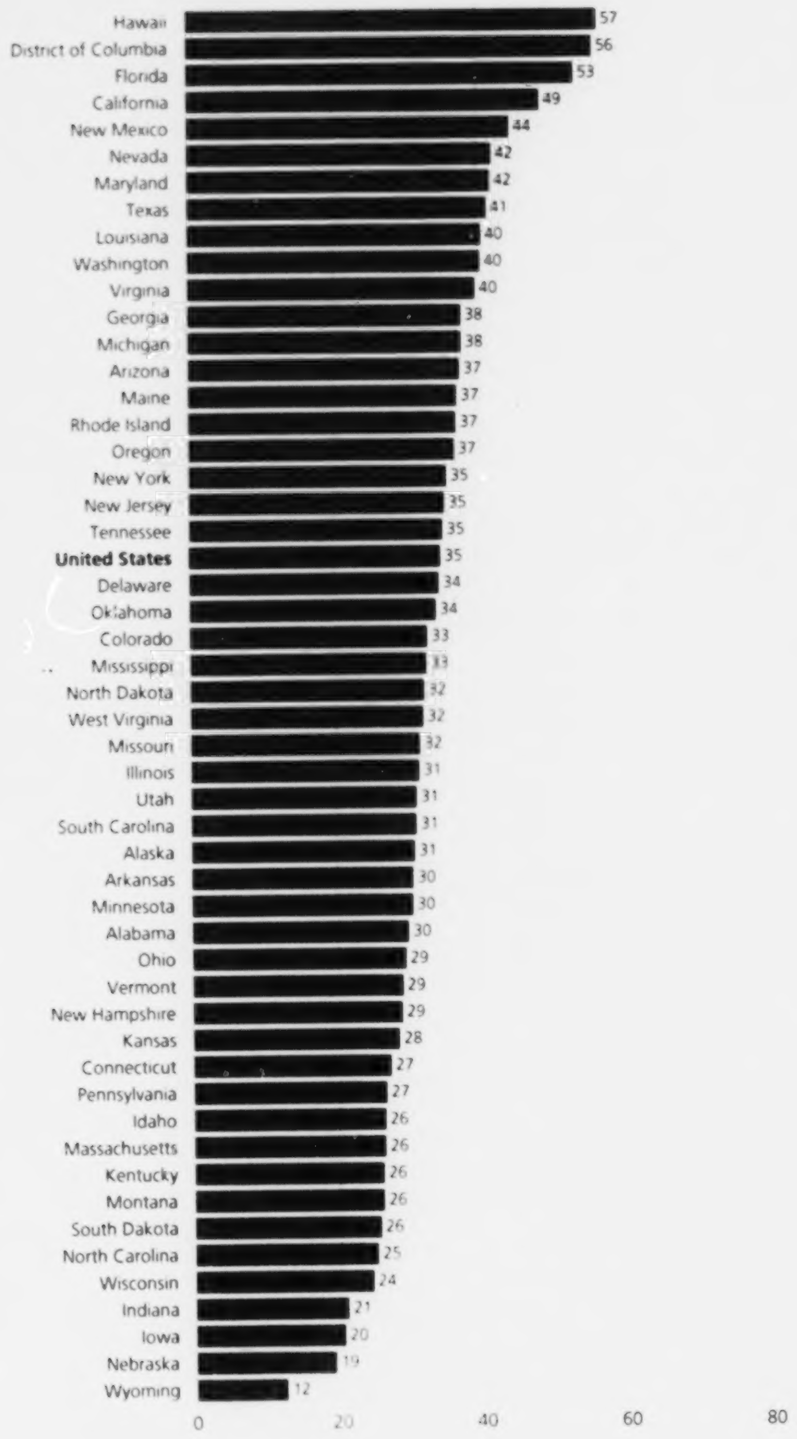
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Principal Questionnaire)

Table 2.13 Percentage of Public School Female Principals and Teachers, by State: 1993-94

United States	34.5	72.9
Alabama	29.7	80.9
Alaska	30.7	64.3
Arizona	37.4	70.7
Arkansas	30.4	80.5
California	48.7	72.3
Colorado	32.6	71.2
Connecticut	27.1	69.6
Delaware	34.3	71.3
District of Columbia	56.0	75.9
Florida	53.4	78.8
Georgia	37.7	83.6
Hawaii	56.7	78.5
Idaho	26.3	65.6
Illinois	31.4	72.5
Indiana	21.0	69.8
Iowa	20.5	66.3
Kansas	28.4	70.9
Kentucky	26.0	75.7
Louisiana	40.5	80.6
Maine	37.0	71.4
Maryland	41.8	76.6
Massachusetts	26.3	69.0
Michigan	37.7	69.0
Minnesota	30.4	62.4
Mississippi	32.5	81.0
Missouri	31.5	74.0
Montana	26.0	65.8
Nebraska	19.2	70.3
Nevada	42.0	75.8
New Hampshire	28.8	72.3
New Jersey	35.2	74.9
New Mexico	44.5	73.5
New York	35.5	68.9
North Carolina	25.1	79.7
North Dakota	32.2	66.9
Ohio	29.4	68.6
Oklahoma	33.8	72.4
Oregon	36.6	61.9
Pennsylvania	26.5	66.2
Rhode Island	36.8	75.8
South Carolina	30.9	83.1
South Dakota	25.6	73.9
Tennessee	34.9	77.5
Texas	41.3	75.7
Utah	31.0	69.7
Vermont	28.9	73.4
Virginia	39.6	82.0
Washington	40.3	66.5
West Virginia	32.0	72.4
Wisconsin	24.4	63.1
Wyoming	12.4	65.2

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher and Public School Principal Questionnaires)

Figure 2.21 Percentage of Public School Female Principals, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Principal Questionnaire)

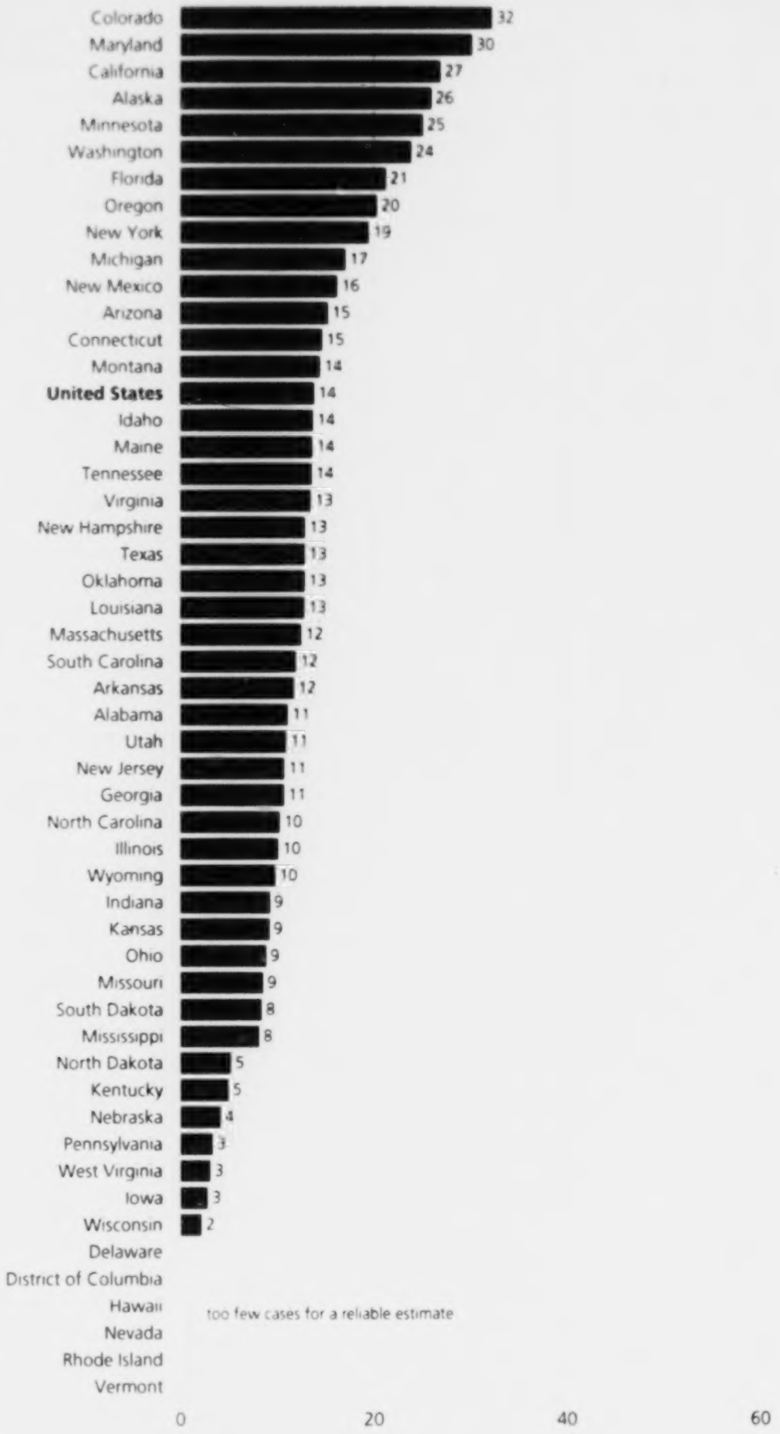
Table 2.14 Percentage of Public School Female Principals and Teachers, by Level of School, by State: 1993-94

United States	41.1	13.8	24.0	83.8	53.1	67.9
Alabama	43.8	11.1	4.0	91.0	62.3	78.0
Alaska	41.9	25.9	20.9	78.0	45.6	58.5
Arizona	42.7	15.2	—	82.2	50.9	—
Arkansas	41.6	11.7	—	93.6	62.9	72.2
California	54.2	26.8	22.4	84.0	48.7	61.4
Colorado	32.9	32.2	—	80.0	50.0	36.3
Connecticut	32.1	14.6	—	78.3	51.6	—
Delaware	41.0	—	—	79.8	53.5	80.8
District of Columbia	53.0	—	—	85.7	60.6	74.6
Florida	60.8	21.2	42.9	86.2	56.9	72.1
Georgia	44.0	10.7	—	90.0	69.2	78.0
Hawaii	60.7	—	—	87.7	63.8	62.6
Idaho	29.2	13.7	—	80.3	47.2	68.2
Illinois	35.8	10.1	29.1	86.3	48.8	76.2
Indiana	24.1	9.2	—	82.8	50.8	52.4
Iowa	28.7	2.8	—	80.5	43.6	57.7
Kansas	34.5	9.2	—	82.8	51.5	52.1
Kentucky	31.1	4.9	—	83.6	54.4	85.7
Louisiana	50.1	12.8	31.0	90.0	58.1	76.8
Maine	45.5	13.6	—	84.7	46.5	65.3
Maryland	42.1	30.1	—	84.8	61.9	61.4
Massachusetts	30.8	12.4	—	81.3	49.5	59.4
Michigan	43.0	17.0	30.5	81.2	47.6	66.4
Minnesota	33.9	25.0	—	74.5	46.2	64.1
Mississippi	46.6	8.1	6.2	91.6	67.2	71.8
Missouri	38.8	8.5	—	85.6	59.5	74.0
Montana	35.9	14.4	—	79.0	44.9	—
Nebraska	23.0	4.1	—	85.8	53.7	82.6
Nevada	48.6	—	—	81.9	56.8	87.0
New Hampshire	34.8	12.8	—	80.2	58.0	50.4
New Jersey	38.8	10.7	—	87.6	54.6	67.5
New Mexico	53.8	16.2	—	85.0	53.2	—
New York	42.3	19.4	33.2	81.3	49.7	60.5
North Carolina	28.2	10.2	—	90.2	58.0	70.8
North Dakota	46.8	5.2	—	83.6	49.0	63.2
Ohio	36.1	8.8	—	80.5	47.5	51.6
Oklahoma	44.5	12.8	—	83.6	53.1	—
Oregon	42.3	20.3	—	71.2	41.6	65.6
Pennsylvania	33.5	3.3	—	76.5	44.7	65.1
Rhode Island	37.2	—	—	82.1	61.2	—
South Carolina	37.8	11.9	—	90.1	68.0	48.6
South Dakota	36.6	8.4	—	84.6	56.9	—
Tennessee	40.6	13.5	—	89.5	55.1	71.4
Texas	50.8	12.8	17.5	84.9	57.8	64.1
Utah	36.1	10.9	64.2	82.5	50.5	76.2
Vermont	31.9	—	—	82.2	60.2	60.9
Virginia	45.7	13.4	—	90.8	64.6	72.4
Washington	46.6	23.8	—	79.0	44.9	61.0
West Virginia	42.6	3.1	—	84.6	55.7	74.1
Wisconsin	32.9	2.2	—	71.9	50.4	70.2
Wyoming	14.4	9.8	†	78.7	48.2	†

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher and Public School Principal Questionnaires)

Figure 2.22 Percentage of Public Secondary School Female Principals, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher and Public School Principal Questionnaires)

Table 2.15 Number of Public Schools and Percentage of Public Schools With Minority Principals, by State: 1993-94

United States	80,740	15.7
Alabama	1,274	21.0
Alaska	478	12.7
Arizona	1,057	22.7
Arkansas	1,084	16.5
California	7,319	25.7
Colorado	1,329	15.2
Connecticut	964	11.7
Delaware	169	19.3
District of Columbia	160	100.0
Florida	2,348	23.1
Georgia	1,723	26.1
Hawaii	234	80.4
Idaho	573	2.4
Illinois	3,884	17.9
Indiana	1,869	10.5
Iowa	1,518	2.9
Kansas	1,450	5.7
Kentucky	1,327	4.3
Louisiana	1,446	35.9
Maine	721	0.2
Maryland	1,185	24.7
Massachusetts	1,689	5.5
Michigan	3,159	18.7
Minnesota	1,492	3.8
Mississippi	957	29.5
Missouri	2,082	9.5
Montana	890	4.8
Nebraska	1,296	5.9
Nevada	365	14.5
New Hampshire	445	0.8
New Jersey	2,195	12.5
New Mexico	663	41.1
New York	3,904	15.1
North Carolina	1,927	19.9
North Dakota	582	1.3
Ohio	3,636	7.9
Oklahoma	1,763	11.5
Oregon	1,184	7.3
Pennsylvania	3,128	10.4
Rhode Island	295	2.1
South Carolina	1,081	19.1
South Dakota	661	1.6
Tennessee	1,522	16.5
Texas	5,890	23.6
Utah	674	5.6
Vermont	318	0.7
Virginia	1,698	19.7
Washington	1,806	11.6
West Virginia	898	4.3
Wisconsin	2,014	6.8
Wyoming	411	0.7

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School and Public School Principal Questionnaires)

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Table 2.16
Percentage of Minority Principals Working in Central Cities, Urban Fringe, and Rural Public Schools, by State: 1993-94

United States	51.8	26.1	22.1
Alabama	31.4	20.6	47.9
Alaska	—	0.0	71.7
Arizona	69.2	10.5	20.3
Arkansas	—	—	65.9
California	57.2	39.9	2.8
Colorado	—	—	—
Connecticut	78.9	—	—
Delaware	—	65.1	—
District of Columbia	100.0	†	†
Florida	47.1	42.1	10.8
Georgia	43.9	24.6	31.4
Hawaii	37.2	51.2	11.5
Idaho	—	—	—
Illinois	69.9	24.9	5.2
Indiana	96.6	0.0	—
Iowa	—	—	—
Kansas	—	—	—
Kentucky	—	—	—
Louisiana	41.8	8.1	50.1
Maine	—	—	—
Maryland	34.3	53.3	12.4
Massachusetts	—	—	—
Michigan	73.1	—	—
Minnesota	—	—	—
Mississippi	8.2	14.7	77.1
Missouri	—	68.6	—
Montana	0.0	—	88.4
Nebraska	—	—	—
Nevada	76.8	—	—
New Hampshire	—	—	—
New Jersey	—	—	—
New Mexico	22.7	13.5	63.8
New York	76.0	17.3	6.7
North Carolina	37.3	14.7	48.1
North Dakota	—	—	—
Ohio	—	—	0.0
Oklahoma	22.5	17.8	59.7
Oregon	—	—	—
Pennsylvania	—	—	—
Rhode Island	—	—	—
South Carolina	—	—	73.4
South Dakota	—	—	—
Tennessee	66.1	—	—
Texas	66.2	13.4	20.4
Utah	—	—	—
Vermont	—	†	—
Virginia	—	—	—
Washington	59.7	—	—
West Virginia	—	—	—
Wisconsin	—	—	—
Wyoming	—	—	—

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School and Public School Principal Questionnaires)

Table 2.17 Percentage of Minority Principals Working in Public Schools with Varying Levels of Minority Enrollment, by State: 1993-94

United States	11.7	19.3	69.0
Alabama	4.2	16.3	79.5
Alaska	—	—	62.3
Arizona	5.5	29.2	65.3
Arkansas	—	—	61.3
California	4.0	12.9	83.1
Colorado	—	—	—
Connecticut	—	0.0	85.9
Delaware	0.0	100.0	†
District of Columbia	†	†	100.0
Florida	8.1	33.1	58.8
Georgia	5.7	10.5	83.8
Hawaii	1.4	7.8	90.7
Idaho	—	—	—
Illinois	10.8	13.8	75.4
Indiana	—	—	—
Iowa	—	—	—
Kansas	—	—	—
Kentucky	—	—	—
Louisiana	3.4	23.7	72.9
Maine	—	†	—
Maryland	3.9	19.9	76.2
Massachusetts	—	—	73.6
Michigan	—	—	67.5
Minnesota	—	—	—
Mississippi	3.2	22.8	74.0
Missouri	—	—	72.4
Montana	—	—	72.5
Nebraska	—	—	—
Nevada	—	—	—
New Hampshire	—	†	—
New Jersey	—	—	76.5
New Mexico	0.0	8.9	91.1
New York	14.4	9.6	76.0
North Carolina	4.7	40.5	54.8
North Dakota	—	—	—
Ohio	—	—	68.1
Oklahoma	17.8	47.3	34.9
Oregon	—	—	—
Pennsylvania	—	—	—
Rhode Island	—	—	—
South Carolina	—	—	75.1
South Dakota	—	—	—
Tennessee	—	—	68.1
Texas	4.5	19.5	76.0
Utah	90.5	0.0	—
Vermont	—	†	—
Virginia	—	—	—
Washington	—	—	—
West Virginia	—	—	—
Wisconsin	—	—	81.0
Wyoming	—	—	—

— too few cases for a reliable estimate
† not applicable

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School and Public School Principal Questionnaires)

Table 2.18
Percentage of Minority Principals Working in Elementary, Secondary, and Combined Public Schools, by State: 1993-94

United States	78.8	18.6	2.6
Alabama	70.3	24.8	4.9
Alaska	—	—	55.7
Arizona	80.2	19.1	0.7
Arkansas	66.9	—	—
California	85.2	13.4	1.3
Colorado	83.9	—	0.0
Connecticut	77.4	—	—
Delaware	64.7	—	—
District of Columbia	72.3	24.9	2.8
Florida	79.1	16.9	4.0
Georgia	79.9	17.9	2.2
Hawaii	79.3	18.2	2.5
Idaho	—	—	—
Illinois	80.2	19.5	0.4
Indiana	82.9	—	0.0
Iowa	—	—	—
Kansas	—	—	—
Kentucky	—	—	—
Louisiana	70.2	22.0	7.8
Maine	—	—	—
Maryland	76.8	23.2	0.0
Massachusetts	89.2	—	0.0
Michigan	84.8	—	—
Minnesota	—	—	—
Mississippi	63.0	30.5	6.5
Missouri	79.2	—	—
Montana	66.3	—	0.0
Nebraska	—	—	—
Nevada	83.2	—	0.0
New Hampshire	—	—	—
New Jersey	85.2	—	—
New Mexico	72.9	27.1	0.0
New York	79.3	15.6	5.1
North Carolina	81.2	18.1	0.7
North Dakota	—	—	—
Ohio	84.9	—	0.0
Oklahoma	56.8	41.8	1.4
Oregon	—	—	—
Pennsylvania	87.7	—	—
Rhode Island	—	—	—
South Carolina	77.8	—	0.0
South Dakota	—	—	—
Tennessee	76.3	—	—
Texas	77.6	19.3	3.1
Utah	—	—	0.0
Vermont	—	—	—
Virginia	84.0	—	0.0
Washington	73.9	—	—
West Virginia	—	—	—
Wisconsin	81.5	—	0.0
Wyoming	—	—	†

— too few cases for a reliable estimate
† not applicable

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School and Public School Principal Questionnaires)

3

Preparation of Teachers

Individuals acquire the qualifications to teach through college education in the area they teach, through completing teacher credential programs, the passage of skills tests, and through the accumulation of years of experience teaching in elementary and secondary schools. Across states, varying emphases are placed on particular aspects of teacher preparation for hiring teachers. Especially at the secondary level, a college major can be an important indicator that a teacher has the substantive knowledge needed to teach subject content to high school students.

Examples of SASS Analyses

Table 3.1 and figure 3.1 show state-to-state variation in the percentages of districts that require full state certification when considering teacher applicants, and figure 3.2 shows similar variation in requirements for a college major or minor in the field to be taught. Table 3.2 and figure 3.3 focus on specific kinds of tests required during the screening process; and table 3.3 shows how these requirements vary between the district's service area relative to a Metropolitan Statistical Area (MSA).[1]

Tables 3.4-3.10 and figures 3.4-3.11 present data from SASS showing the percentages of secondary teachers (in grades 7 trough 12 only) (a) with a college major in their main teaching assignment field, (b) with a college major in their secondary teaching assignment field, and (c) overall, with either a major or minor in a field when that field is their main or secondary teaching assignment.[2] These percentages are presented for science, mathematics, English, social studies, special education, foreign language, and vocational education. Tables 3.11-3.13 and figures 3.12-3.15 focus on the impact of these requirements, showing the percentages of teachers, in large, medium, and small secondary schools without a corresponding major or minor who teach at least one course in mathematics, science, English, or social studies.

Table 3.13 and figure 3.16 focus on elementary teacher preparation, showing the percentage of these teachers (in grades K-6 only) who have pre-elementary/elementary education majors and who have some education beyond the bachelor's degree.

Finally, table 3.14 and figures 3.17 and 3.18 show variations across states in the average number of years of experience of public school teachers and the percentages of teachers with over 20 years' experience.

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[1] The Office of Management and Budget defines MSA as an area with (1) a city of at least 50,000 population (FIPS PUB 8-5, October 1984) or (2) it includes an urbanized area of at least 50,000 population with a total metropolitan population of at least 100,000 (75,000 in New England). An MSA may contain more than one city of 50,000 and may cross state lines.

[2] Tables 3.4-3.13 are restricted to a subset of the public school teacher population. Refer to *Special Populations* in Appendix C for the proper definition of each subset.

Other Uses of SASS Data

The teacher preparation information shown in this section of *SASS by State* only highlight a few of the state-level comparisons that are possible using the SASS data. Information about the kinds of students being served by teachers with differing levels of preparation, about the relations between preparation and salary, and about attitudes concerning influence on school decision-making and problems in the school can be examined using these data. These and related SASS analyses can inform the development of state-level teacher preparation policies.

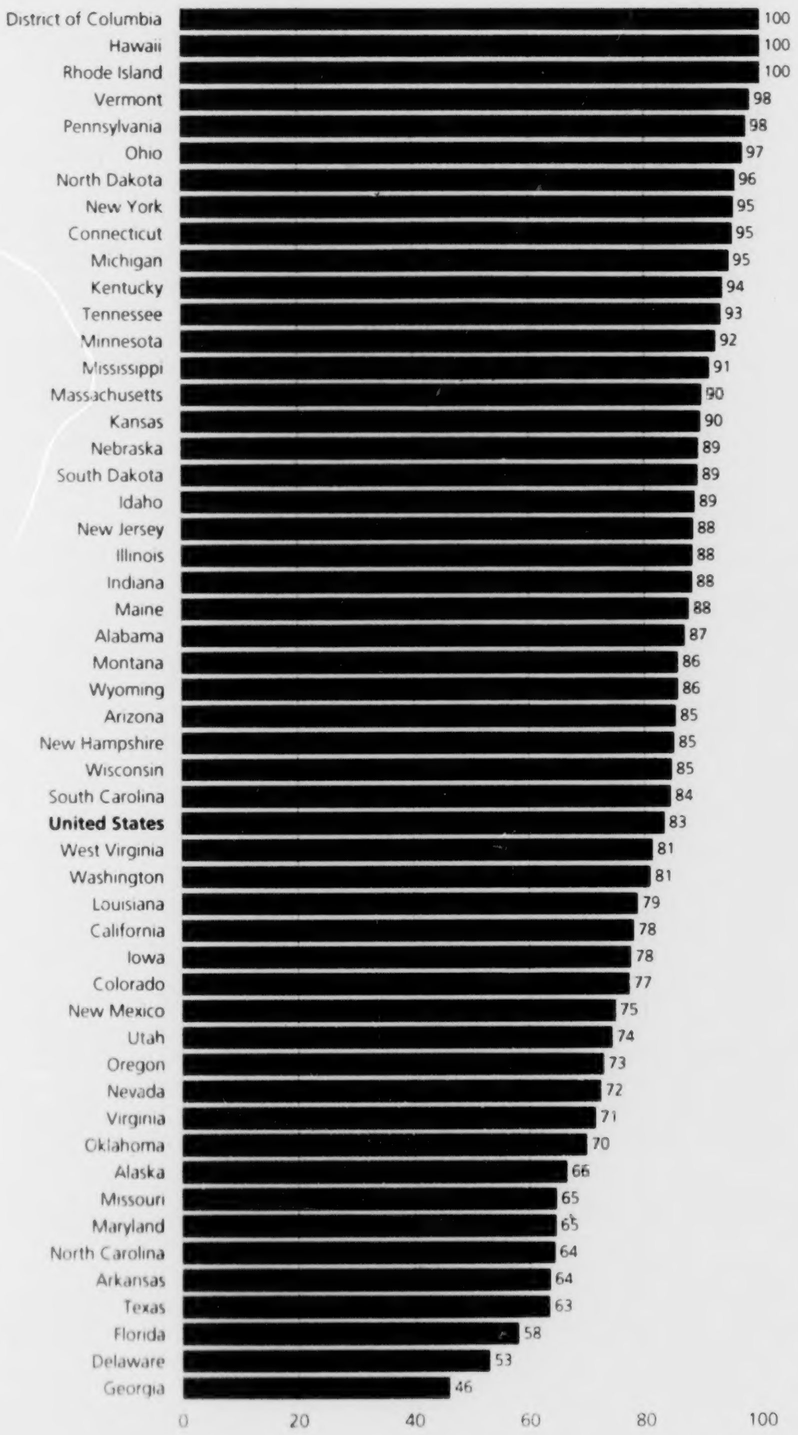
Table 3.1 Percentage of Public School Districts Requiring Selected Credentials When Screening or Considering Teacher Applicants, by State: 1993-94

United States	83.3	71.9	67.4	66.9
Alabama	86.9	89.8	63.3	88.2
Alaska	66.4	71.0	45.4	22.1
Arizona	85.3	59.3	69.6	64.9
Arkansas	63.5	84.7	64.1	62.8
California	78.0	63.0	82.2	44.7
Colorado	77.2	55.7	68.2	69.7
Connecticut	95.2	72.0	58.7	56.8
Delaware	52.9	52.9	82.4	70.6
District of Columbia	100.0	0.0	0.0	100.0
Florida	58.0	36.3	75.8	27.1
Georgia	46.0	42.3	85.9	46.8
Hawaii	100.0	100.0	0.0	0.0
Idaho	88.7	75.1	66.4	62.4
Illinois	88.3	72.4	59.2	69.2
Indiana	88.2	80.5	68.9	80.6
Iowa	77.5	75.5	80.9	64.6
Kansas	89.7	80.6	55.2	75.4
Kentucky	93.5	95.2	54.8	92.6
Louisiana	78.7	78.2	84.3	60.0
Maine	87.6	59.2	69.3	67.2
Maryland	64.5	37.7	62.3	57.6
Massachusetts	89.9	41.5	68.0	59.7
Michigan	94.6	89.8	66.8	90.0
Minnesota	92.3	80.8	65.6	90.4
Mississippi	91.2	76.3	86.2	70.3
Missouri	64.6	86.9	82.6	68.7
Montana	85.7	73.8	56.6	77.7
Nebraska	89.3	83.7	55.7	69.0
Nevada	72.2	66.7	66.7	72.2
New Hampshire	85.0	55.4	78.9	70.7
New Jersey	88.4	37.4	52.9	44.0
New Mexico	74.8	85.4	76.1	70.9
New York	95.4	61.8	60.3	66.1
North Carolina	64.3	58.1	74.2	67.4
North Dakota	95.7	81.7	33.3	96.3
Ohio	97.0	84.9	57.3	78.1
Oklahoma	69.8	76.9	80.3	73.6
Oregon	72.7	74.1	50.2	39.3
Pennsylvania	97.6	73.6	58.7	81.7
Rhode Island	100.0	67.6	54.1	70.3
South Carolina	84.4	80.6	82.4	51.3
South Dakota	89.2	80.5	61.1	70.2
Tennessee	93.2	77.2	70.4	47.6
Texas	63.4	75.9	85.1	54.3
Utah	74.2	72.6	76.3	58.8
Vermont	98.3	55.3	64.8	63.7
Virginia	71.3	40.3	84.1	52.1
Washington	80.9	75.4	63.2	51.4
West Virginia	81.3	87.1	77.3	68.2
Wisconsin	84.6	80.0	72.6	90.0
Wyoming	85.7	57.8	60.7	69.0

Note: These credentials are: (1) full standard state certification for field, (2) graduation from state-approved teacher education program, (3) at least emergency or temporary state certification, and (4) college major or minor in the field to be taught

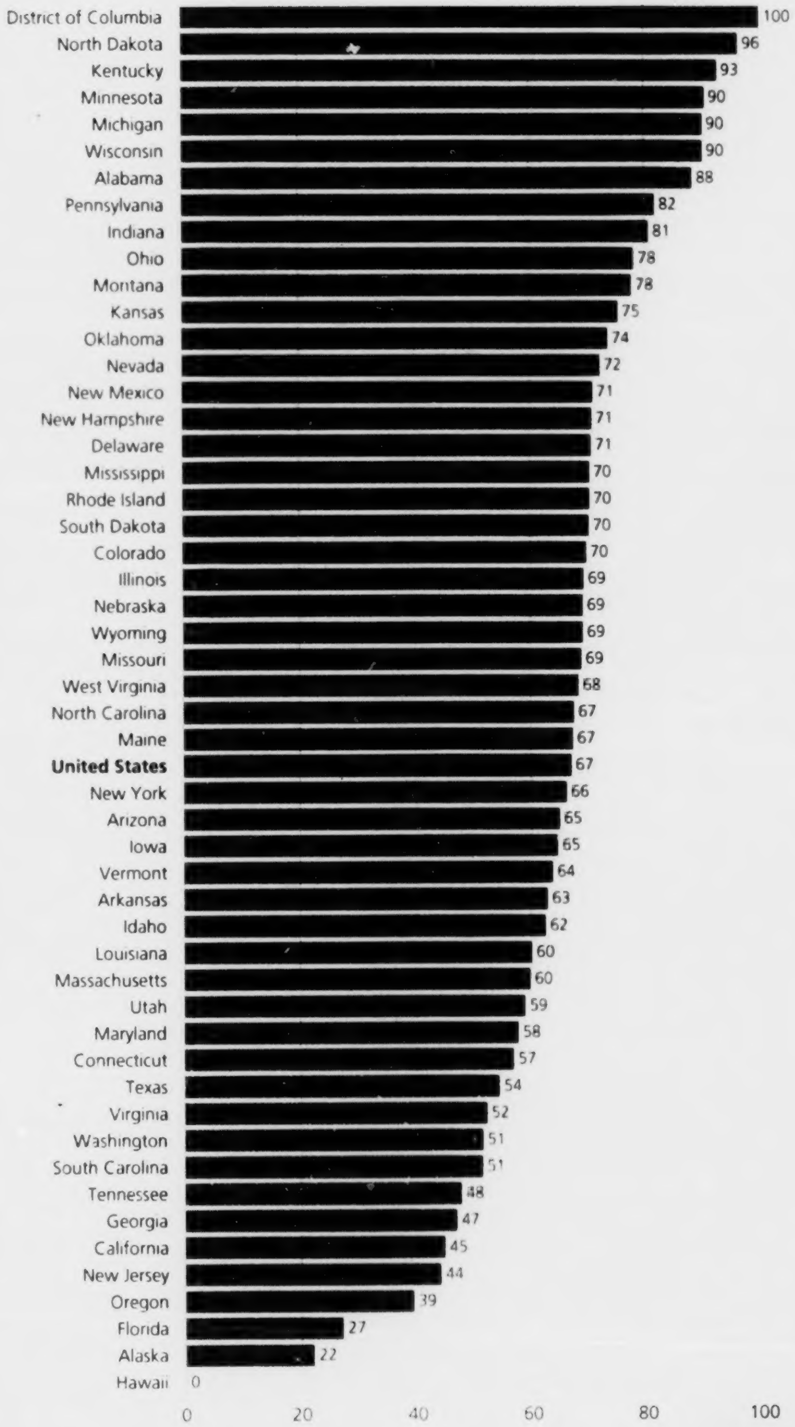
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire for Public School Districts)

Figure 3.1
Percentage of Public School Districts Requiring Full Standard State Certification When Screening or Considering Teacher Applicants, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire for Public School Districts)

Figure 3.2
Percentage of Public School Districts Requiring College Major or Minor in the Field to be Taught When Screening or Considering Teacher Applicants, by State: 1993-94



Note: Hawaii and the District of Columbia have only one public school district

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire for Public School Districts)

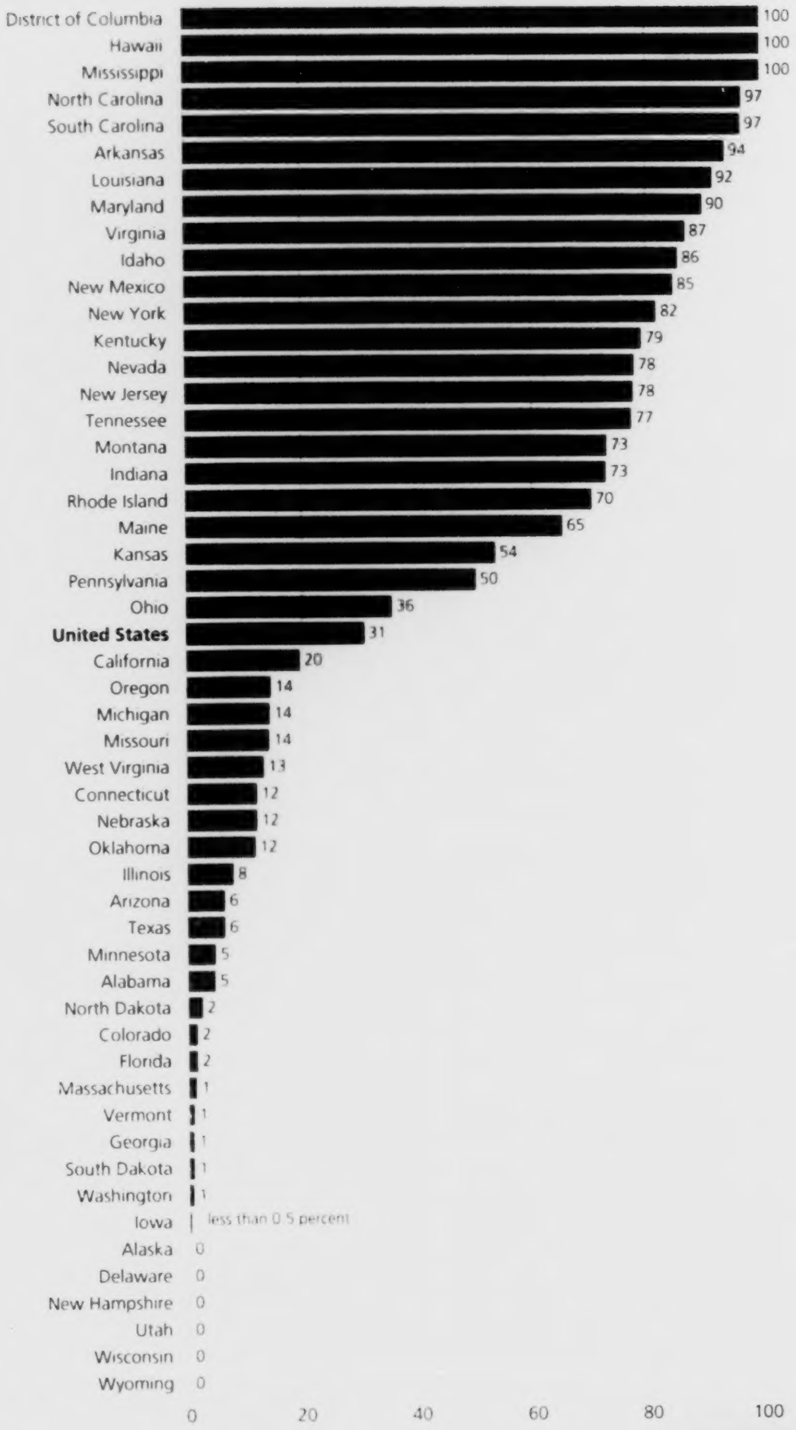
Table 3.2 Percentage of Public School Districts Requiring Passage of Selected Tests When Screening or Considering Teacher Applicants, by State: 1993-94

United States	49.0	39.3	30.7	2.0
Alabama	11.5	7.1	4.6	2.2
Alaska	0.0	0.0	0.0	0.0
Arizona	76.7	40.6	6.3	1.0
Arkansas	60.6	57.9	93.8	2.5
California	89.4	35.8	19.5	2.8
Colorado	86.7	29.3	1.5	0.0
Connecticut	84.5	81.7	11.9	2.1
Delaware	70.6	11.8	0.0	0.0
District of Columbia	0.0	0.0	100.0	0.0
Florida	69.4	72.5	1.5	2.9
Georgia	51.7	87.9	0.8	0.5
Hawaii	0.0	0.0	100.0	0.0
Idaho	28.3	19.6	85.5	0.0
Illinois	86.5	76.3	7.8	2.9
Indiana	66.8	62.7	72.8	5.2
Iowa	0.0	0.0	0.3	0.0
Kansas	76.7	56.8	53.5	2.7
Kentucky	34.2	37.2	79.1	0.0
Louisiana	17.0	11.7	91.6	0.0
Maine	40.6	16.4	65.2	0.4
Maryland	0.0	0.0	89.8	0.0
Massachusetts	4.4	6.1	1.3	0.7
Michigan	48.5	47.0	14.2	1.8
Minnesota	43.5	29.8	4.7	4.2
Mississippi	27.3	26.8	100.0	6.6
Missouri	15.8	13.7	14.1	0.7
Montana	32.8	19.2	72.9	4.3
Nebraska	51.6	28.8	11.9	3.8
Nevada	55.6	55.6	77.8	5.6
New Hampshire	7.1	4.3	0.0	0.0
New Jersey	28.9	31.8	77.6	1.5
New Mexico	47.2	27.7	84.6	2.8
New York	49.3	44.5	81.7	1.5
North Carolina	20.6	21.4	96.8	1.9
North Dakota	1.5	1.5	2.4	1.0
Ohio	28.0	26.2	35.6	1.0
Oklahoma	80.1	87.7	11.6	1.1
Oregon	38.9	12.0	14.4	0.0
Pennsylvania	68.2	66.2	50.1	6.0
Rhode Island	18.9	16.2	70.3	2.7
South Carolina	58.9	55.3	96.6	3.0
South Dakota	0.0	0.0	0.8	0.0
Tennessee	41.8	39.2	77.3	2.2
Texas	90.1	82.2	6.3	0.5
Utah	0.0	0.0	0.0	0.0
Vermont	1.3	1.3	0.9	2.8
Virginia	22.0	22.0	86.8	3.0
Washington	16.0	12.5	0.7	1.5
West Virginia	77.7	79.5	13.1	1.8
Wisconsin	10.2	5.6	0.0	0.4
Wyoming	4.3	1.7	0.0	0.0

Note: These test criteria are: (1) passage of a state test of basic skills, (2) passage of a state test of subject knowledge, (3) passage of the National Teachers Examination (either the core battery or the professional specialty area), and (4) passage of a local district test of basic skills or subject knowledge.

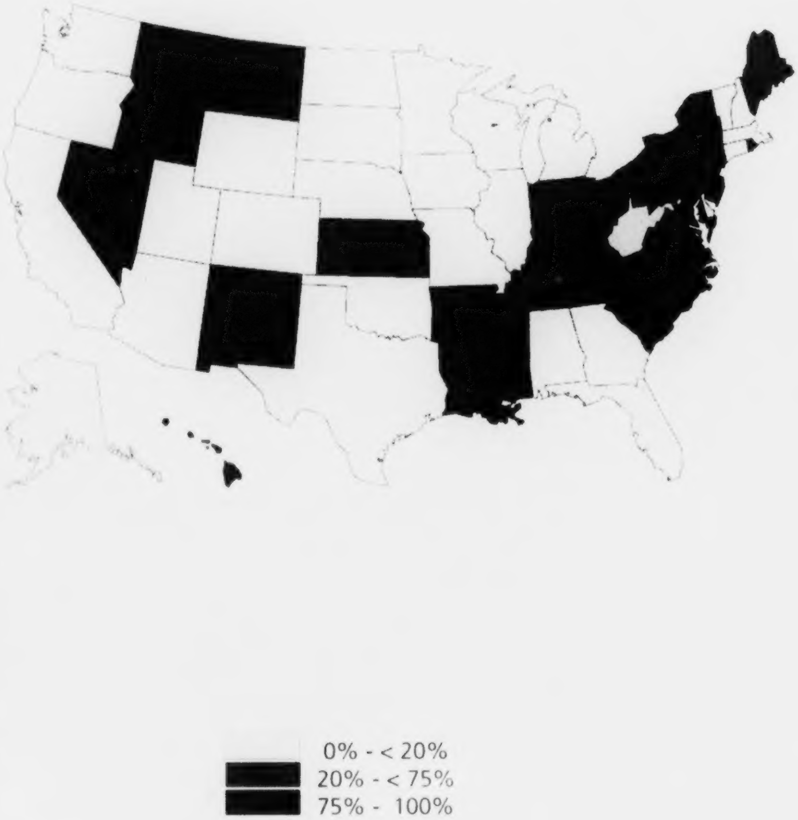
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire for Public School Districts).

Figure 3.3 Percentage of Public School Districts Requiring Passage of the National Teachers Examination When Screening or Considering Teacher Applicants, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire for Public School Districts)

Figure 3.4
Percentage of Public School Districts Requiring Passage of the National Teachers Examination When Screening or Considering Teacher Applicants



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire for Public School Districts)

Table 3.3 Percentage of Public School Districts Considering Various Criteria in the Teacher Hiring Process, by the District's Service Area Relative to a Metropolitan Statistical Area, by State: 1993-94

[redacted]

United States	76.5	86.1	81.7	67.7	65.9	76.5
Alabama	—	89.6	84.0	—	89.0	90.4
Alaska	—	—	65.8	—	—	70.5
Arizona	—	81.1	88.6	—	82.1	47.9
Arkansas	—	64.3	63.3	—	91.4	83.1
California	57.0	80.4	78.8	67.5	60.9	70.5
Colorado	—	90.0	72.1	—	—	56.0
Connecticut	77.8	95.9	100.0	64.4	68.2	88.3
Delaware	—	—	58.3	—	—	58.3
District of Columbia	100.0	†	†	100.0	†	†
Florida	—	59.3	54.7	—	42.5	—
Georgia	—	44.9	44.9	—	35.3	43.7
Hawaii	100.0	†	†	100.0	†	†
Idaho	—	—	88.4	—	—	75.3
Illinois	90.0	83.6	94.2	83.3	67.7	78.0
Indiana	88.3	85.7	90.6	82.4	83.6	77.4
Iowa	—	83.6	76.9	—	72.5	75.7
Kansas	—	75.9	92.5	—	58.5	84.9
Kentucky	—	96.8	92.6	—	100.0	93.9
Louisiana	—	83.1	76.6	—	91.7	73.1
Maine	—	76.7	89.0	—	—	60.9
Maryland	—	58.7	—	—	25.1	—
Massachusetts	94.2	88.2	100.0	42.0	36.3	—
Michigan	96.0	93.7	95.5	96.4	93.2	83.4
Minnesota	—	95.1	91.7	—	81.0	81.0
Mississippi	—	100.0	90.5	—	100.0	73.8
Missouri	—	72.0	61.8	—	75.7	90.3
Montana	—	96.2	85.6	—	83.3	73.4
Nebraska	—	—	90.3	—	—	83.5
Nevada	—	—	75.0	—	—	68.8
New Hampshire	—	84.8	86.9	—	—	61.4
New Jersey	—	88.1	—	—	37.5	—
New Mexico	—	—	73.4	—	—	87.2
New York	—	95.7	95.6	—	58.9	68.6
North Carolina	—	60.1	67.8	—	60.2	57.6
North Dakota	—	100.0	94.9	—	—	86.3
Ohio	100.0	100.0	91.8	100.0	82.3	87.6
Oklahoma	—	64.2	71.2	—	69.4	79.8
Oregon	—	87.7	62.9	—	79.8	70.4
Pennsylvania	100.0	97.8	96.7	—	71.3	85.1
Rhode Island	—	100.0	—	—	62.9	—
South Carolina	—	96.7	77.9	—	79.2	83.5
South Dakota	—	—	88.4	—	—	80.7
Tennessee	—	95.5	92.1	—	66.2	82.5
Texas	62.8	65.8	62.3	53.2	73.1	80.6
Utah	—	—	71.4	—	—	69.1
Vermont	—	100.0	98.2	—	—	56.3
Virginia	94.0	65.4	69.1	—	—	48.7
Washington	—	92.1	73.9	—	88.4	66.6
West Virginia	—	—	81.2	—	—	93.0
Wisconsin	90.9	87.8	82.3	90.9	74.7	82.5
Wyoming	—	—	84.8	—	—	57.3

Notes: District's service area relative to an MSA: (1) *city*—the district primarily serves a central city of an MSA, (2) *MSA*— serves an MSA but not primarily its central city, or (3) *not MSA*—it does not serve an MSA

These credentials are (1) full standard state certification for field, or (2) graduation from state-approved teacher education program

— too few cases for a reliable estimate
† not applicable

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire for Public School Districts)

continue

Table 3.3
Percentage of Public School Districts Considering Various Criteria in the Teacher Hiring Process, by the District's Service Area Relative to a Metropolitan Statistical Area, by State: 1993-94
(continued)

[redacted]

United States	81.8	67.5	66.5	60.2	62.7	70.3
Alabama	—	53.9	68.8	—	86.9	89.0
Alaska	—	—	44.4	—	—	22.5
Arizona	—	69.8	69.0	—	44.8	75.2
Arkansas	—	80.3	59.1	—	57.8	63.8
California	94.3	84.3	63.5	45.3	41.7	60.5
Colorado	—	73.1	66.1	—	84.0	63.7
Connecticut	45.9	64.2	—	59.3	53.5	—
Delaware	—	—	75.0	—	—	83.3
District of Columbia	0.0	†	†	100.0	†	†
Florida	—	81.6	73.0	—	29.1	—
Georgia	—	89.0	84.5	—	53.7	43.8
Hawaii	0.0	†	†	0.0	†	†
Idaho	—	—	65.4	—	—	62.2
Illinois	69.8	66.0	50.3	75.8	64.7	74.6
Indiana	88.3	66.4	69.1	76.6	84.8	76.9
Iowa	—	86.9	79.2	—	57.0	66.7
Kansas	—	50.6	55.9	—	68.9	76.9
Kentucky	—	—	58.9	—	100.0	90.6
Louisiana	—	83.1	82.1	—	83.1	49.0
Maine	—	82.1	68.1	—	—	69.8
Maryland	—	66.5	—	—	58.7	—
Massachusetts	71.3	66.0	—	47.8	60.6	—
Michigan	73.6	60.9	73.3	86.0	92.7	87.1
Minnesota	—	65.1	65.8	—	95.1	88.7
Mississippi	—	84.1	87.7	—	94.3	67.7
Missouri	—	92.1	79.3	—	57.7	72.3
Montana	—	—	55.5	—	85.8	77.0
Nebraska	—	—	55.2	—	—	70.6
Nevada	—	—	62.5	—	—	75.0
New Hampshire	—	—	86.8	—	—	74.1
New Jersey	—	52.6	—	—	43.5	—
New Mexico	—	—	77.6	—	—	69.2
New York	—	57.2	66.0	—	61.8	74.1
North Carolina	—	70.8	74.3	—	70.9	66.9
North Dakota	—	—	35.2	—	95.7	96.4
Ohio	78.2	56.9	55.9	—	79.6	78.9
Oklahoma	—	78.1	81.3	—	64.7	76.1
Oregon	—	46.7	51.8	—	26.2	48.1
Pennsylvania	75.8	59.4	54.8	51.3	83.3	80.4
Rhode Island	—	66.1	—	—	71.1	—
South Carolina	—	64.4	91.5	—	46.8	52.2
South Dakota	—	—	61.6	—	—	70.7
Tennessee	—	84.1	64.9	—	47.6	47.6
Texas	94.0	90.0	81.3	44.2	65.4	50.3
Utah	—	—	77.6	—	—	56.9
Vermont	—	—	65.8	—	86.7	62.0
Virginia	94.0	76.9	85.4	80.9	36.2	53.4
Washington	—	73.4	56.6	—	43.1	56.0
West Virginia	—	—	76.2	—	—	73.9
Wisconsin	92.4	66.3	75.1	83.9	83.9	93.9
Wyoming	—	—	60.3	—	—	67.0

Notes: District's service area relative to an MSA: (1) *city*—the district primarily serves a central city of an MSA, (2) *MSA*— serves an MSA but not primarily its central city, or (3) *not MSA*—it does not serve an MSA

These credentials are: (1) at least emergency or temporary state certification, and (2) college major or minor in the field to be taught

— too few cases for a reliable estimate
† not applicable

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire for Public School Districts)

continue

Table 3.3 Percentage of Public School Districts Considering Various Criteria in the Teacher Hiring Process, by the District's Service Area Relative to a Metropolitan Statistical Area, by State: 1993-94 (continued)

United States	59.7	53.0	45.4	47.4	41.5	37.3
Alabama	—	0.0	19.3	—	0.0	11.9
Alaska	—	—	0.0	—	—	0.0
Arizona	—	67.6	81.6	—	44.7	39.2
Arkansas	—	69.5	59.1	—	65.0	56.9
California	100.0	86.1	100.0	44.7	30.7	57.0
Colorado	—	88.5	85.5	—	—	23.8
Connecticut	90.9	79.2	100.0	90.9	75.3	100.0
Delaware	—	—	75.0	—	—	8.3
District of Columbia	0.0	†	†	0.0	†	†
Florida	—	77.8	64.5	—	77.8	71.5
Georgia	—	34.9	58.7	—	75.4	91.6
Hawaii	0.0	†	†	0.0	†	†
Idaho	—	—	28.3	—	—	19.2
Illinois	75.8	88.0	85.0	75.8	73.7	79.6
Indiana	59.8	65.3	69.1	59.8	64.4	61.4
Iowa	—	0.0	0.0	—	0.0	0.0
Kansas	—	66.7	79.4	—	41.6	60.8
Kentucky	—	—	38.6	—	—	38.6
Louisiana	—	16.6	14.6	—	16.6	9.3
Maine	—	—	40.7	—	—	16.4
Maryland	—	0.0	—	—	0.0	—
Massachusetts	0.0	5.3	0.0	0.0	7.4	0.0
Michigan	58.8	44.5	51.4	54.6	42.5	51.4
Minnesota	—	52.6	40.5	—	36.4	27.5
Mississippi	—	0.0	31.8	—	0.0	31.3
Missouri	—	16.2	15.9	—	18.0	12.5
Montana	—	—	30.8	—	—	18.2
Nebraska	—	—	52.0	—	—	29.3
Nevada	—	—	50.0	—	—	50.0
New Hampshire	—	0.0	9.3	—	0.0	5.6
New Jersey	—	28.5	—	—	30.9	—
New Mexico	—	—	43.4	—	—	23.6
New York	—	51.4	46.2	—	46.9	41.7
North Carolina	—	—	20.9	—	—	20.9
North Dakota	—	0.0	1.8	—	0.0	1.7
Ohio	—	27.0	31.0	—	26.1	27.9
Oklahoma	—	77.1	80.6	—	87.6	87.2
Oregon	—	47.6	33.7	—	10.0	13.6
Pennsylvania	76.1	64.6	77.5	76.1	61.9	77.5
Rhode Island	—	28.9	—	—	24.8	—
South Carolina	—	71.9	53.8	—	63.3	52.7
South Dakota	—	—	0.0	—	—	0.0
Tennessee	—	29.8	46.7	—	25.7	44.7
Texas	94.3	92.6	88.2	88.7	87.2	78.8
Utah	—	—	0.0	—	—	0.0
Vermont	—	0.0	1.4	—	0.0	1.4
Virginia	—	—	19.0	—	—	19.1
Washington	—	9.6	20.5	—	0.0	20.5
West Virginia	—	—	76.6	—	—	78.9
Wisconsin	0.0	15.9	7.3	0.0	3.3	7.3
Wyoming	—	—	4.6	—	—	1.8

Notes: District's service area relative to an MSA: (1) *city*—the district primarily serves a central city of an MSA, (2) *MSA*— serves an MSA but not primarily its central city, or (3) *not MSA*—it does not serve an MSA

These test criteria are: (1) passage of a state test of basic skills, and (2) passage of a state test of subject knowledge

— too few cases for a reliable estimate
† not applicable

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire for Public School Districts)

continue

Table 3.3 Percentage of Public School Districts Considering Various Criteria in the Teacher Hiring Process, by the District's Service Area Relative to a Metropolitan Statistical Area, by State: 1993-94 (continued)

United States	32.5	31.6	30.0	3.0	1.6	2.2
Alabama	—	—	4.1	—	0.0	3.7
Alaska	—	—	0.0	—	—	0.0
Arizona	—	3.7	7.7	—	3.0	0.0
Arkansas	—	97.8	92.6	—	0.0	3.2
California	29.9	18.7	16.7	7.7	2.2	2.9
Colorado	—	—	1.1	—	0.0	0.0
Connecticut	32.8	9.7	—	0.0	0.0	—
Delaware	—	—	0.0	—	—	0.0
District of Columbia	100.0	†	†	0.0	†	†
Florida	—	3.4	0.0	—	6.7	0.0
Georgia	—	3.5	0.0	—	2.3	0.0
Hawaii	100.0	†	†	0.0	†	†
Idaho	—	—	85.1	—	—	0.0
Illinois	—	2.0	15.0	0.0	1.0	5.4
Indiana	100.0	71.9	70.6	0.0	2.5	8.3
Iowa	—	0.0	0.4	—	0.0	0.0
Kansas	—	51.6	53.2	—	0.0	3.3
Kentucky	—	82.1	77.9	—	0.0	0.0
Louisiana	—	91.7	90.2	—	0.0	0.0
Maine	—	91.8	63.1	—	0.0	0.5
Maryland	—	91.6	—	—	0.0	—
Massachusetts	5.8	1.2	0.0	0.0	0.9	0.0
Michigan	—	1.2	33.9	1.8	2.0	1.6
Minnesota	—	4.6	4.8	—	2.5	4.9
Mississippi	—	100.0	100.0	—	0.0	7.7
Missouri	—	19.0	12.0	—	2.8	0.0
Montana	—	90.6	71.5	—	—	3.2
Nebraska	—	—	12.3	—	—	3.9
Nevada	—	—	75.0	—	—	6.3
New Hampshire	—	0.0	0.0	—	0.0	0.0
New Jersey	—	77.1	—	—	1.2	—
New Mexico	—	—	82.4	—	—	3.2
New York	—	82.4	80.7	—	0.3	3.4
North Carolina	—	96.5	96.8	—	7.1	0.0
North Dakota	—	0.0	2.8	—	0.0	1.2
Ohio	—	35.3	33.7	0.0	1.7	0.0
Oklahoma	—	11.8	12.0	—	1.4	1.1
Oregon	—	9.3	16.8	—	0.0	0.0
Pennsylvania	75.4	44.6	62.8	6.4	4.9	—
Rhode Island	—	67.0	—	—	4.1	—
South Carolina	—	94.6	97.5	—	—	0.0
South Dakota	—	—	0.9	—	—	0.0
Tennessee	—	71.3	79.4	—	0.0	2.2
Texas	0.0	8.6	6.1	1.1	0.5	0.3
Utah	—	—	0.0	—	—	0.0
Vermont	—	0.0	0.9	—	0.0	3.0
Virginia	100.0	94.1	80.5	0.0	0.0	5.0
Washington	—	0.0	0.0	—	0.0	2.5
West Virginia	—	—	11.8	—	—	0.0
Wisconsin	0.0	0.0	0.0	0.0	0.0	0.7
Wyoming	—	—	0.0	—	—	0.0

Notes: District's service area relative to an MSA: (1) *city*—the district primarily serves a central city of an MSA, (2) *MSA*— serves an MSA but not primarily its central city, or (3) *not MSA*—it does not serve an MSA.

These test criteria are: (1) passage of the National Teachers Examination (either the core battery or the professional specialty area), and (2) passage of a local district test of basic skills or subject knowledge.

— too few cases for a reliable estimate
† not applicable

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire for Public School Districts)

Table 3.4 Percentage of Public School Science Teachers (Grades 7-12 Only) with a Major in Field, by State: 1993-94

United States	73.8	70.7	78.2
Alabama	72.6	63.7	80.2
Alaska	78.8	72.6	75.6
Arizona	72.8	70.9	75.9
Arkansas	65.6	62.3	78.7
California	61.6	60.9	74.9
Colorado	78.2	73.1	85.0
Connecticut	90.2	91.0	94.7
Delaware	81.8	72.3	72.3
District of Columbia	—	—	—
Florida	52.4	50.2	57.0
Georgia	67.7	66.8	69.2
Hawaii	73.8	63.8	77.1
Idaho	77.2	72.6	84.3
Illinois	76.8	74.9	85.2
Indiana	78.4	70.7	82.9
Iowa	85.8	80.5	86.2
Kansas	78.2	74.8	82.7
Kentucky	54.8	55.8	57.9
Louisiana	56.6	46.8	57.6
Maine	67.2	64.6	66.0
Maryland	85.5	83.7	87.1
Massachusetts	89.4	85.8	88.8
Michigan	73.0	67.3	80.2
Minnesota	96.8	92.4	93.8
Mississippi	72.8	71.7	77.4
Missouri	69.7	66.5	74.7
Montana	75.8	72.1	78.1
Nebraska	78.9	70.2	75.8
Nevada	87.8	69.7	86.8
New Hampshire	90.9	84.3	87.0
New Jersey	81.6	75.1	78.5
New Mexico	71.4	71.0	83.4
New York	85.2	83.7	86.5
North Carolina	73.1	68.0	70.7
North Dakota	84.7	75.4	88.7
Ohio	74.9	71.3	77.8
Oklahoma	61.6	57.5	69.2
Oregon	92.9	89.3	90.7
Pennsylvania	85.1	82.9	87.6
Rhode Island	94.2	89.0	89.0
South Carolina	74.3	71.6	76.8
South Dakota	72.0	61.6	74.7
Tennessee	52.0	53.1	59.6
Texas	69.7	70.0	82.2
Utah	66.2	65.5	76.3
Vermont	81.1	76.3	76.3
Virginia	67.0	69.0	74.4
Washington	82.7	75.6	83.5
West Virginia	75.9	73.2	77.9
Wisconsin	67.5	66.3	71.1
Wyoming	80.1	75.7	83.0

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

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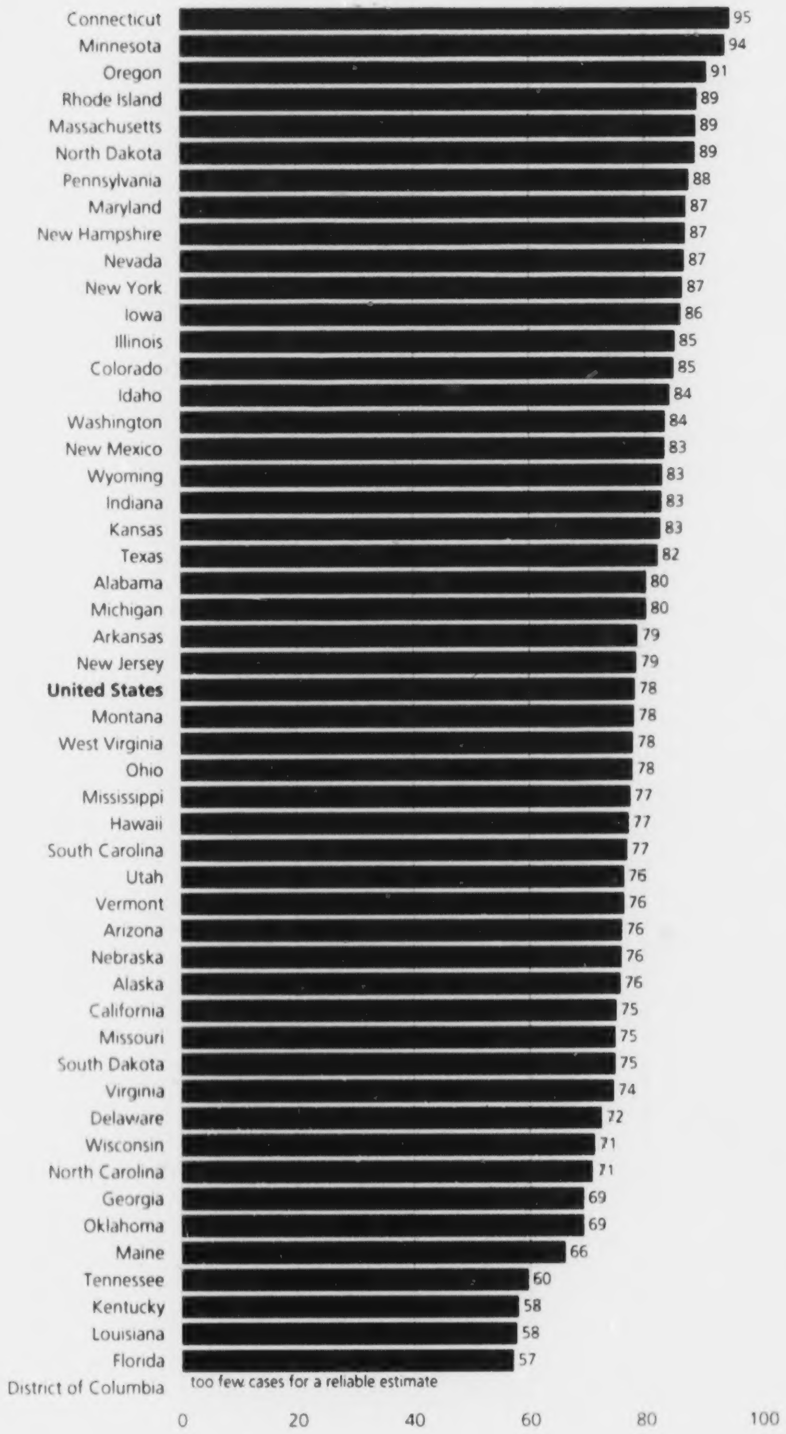
Figure 3.5
Percentage of Public School Science Teachers (Grades 7-12 Only) with a Major or a Minor in Field, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

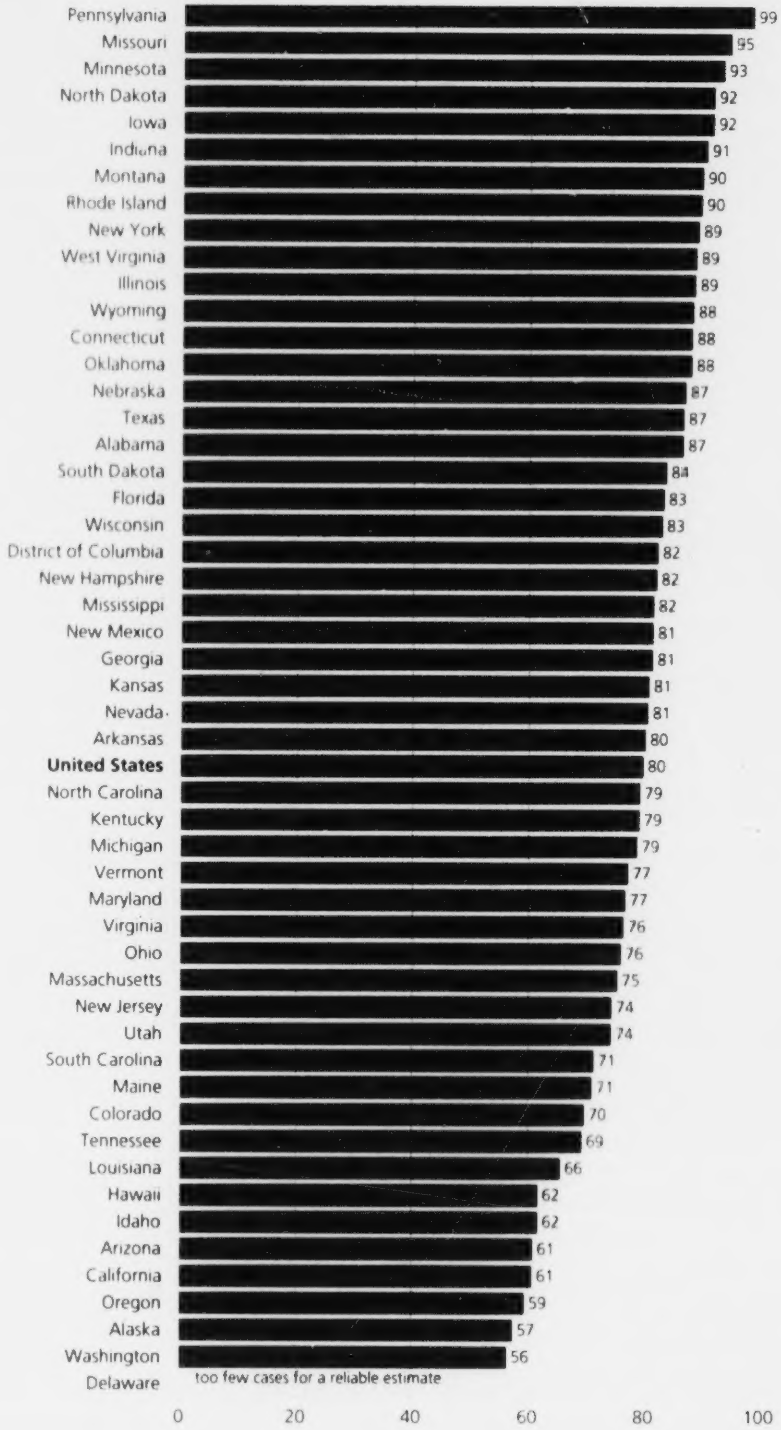
Table 3.5
Percentage of Public School Mathematics Teachers (Grades 7-12 Only) with a Major in Field, by State: 1993-94

United States	72.1	68.6	79.7
Alabama	88.6	82.3	86.5
Alaska	50.1	45.6	57.4
Arizona	60.8	51.1	60.8
Arkansas	70.0	70.5	80.1
California	49.8	45.1	60.7
Colorado	65.2	61.0	69.7
Connecticut	84.0	80.4	88.0
Delaware	—	—	—
District of Columbia	82.2	82.2	82.2
Florida	75.5	71.6	83.2
Georgia	81.8	78.6	81.3
Hawaii	68.9	55.1	61.7
Idaho	45.6	40.1	61.7
Illinois	82.4	78.9	88.5
Indiana	80.5	80.3	90.5
Iowa	74.3	67.1	91.6
Kansas	62.9	58.8	80.7
Kentucky	78.6	70.9	79.1
Louisiana	62.5	53.4	65.6
Maine	68.1	64.4	71.0
Maryland	72.6	69.7	76.7
Massachusetts	75.7	66.9	75.4
Michigan	61.0	59.0	78.7
Minnesota	93.8	92.3	93.4
Mississippi	72.2	71.4	81.5
Missouri	88.6	86.2	94.6
Montana	77.1	74.9	89.8
Nebraska	82.8	82.2	86.9
Nevada	73.8	67.7	80.5
New Hampshire	75.8	71.5	82.0
New Jersey	69.1	69.2	74.4
New Mexico	68.7	62.9	81.4
New York	83.6	83.4	89.1
North Carolina	78.6	70.8	79.2
North Dakota	86.8	85.5	91.7
Ohio	63.8	63.7	76.0
Oklahoma	74.2	71.2	87.9
Oregon	61.4	54.8	59.4
Pennsylvania	98.3	98.1	98.5
Rhode Island	80.6	80.6	89.6
South Carolina	72.0	65.9	71.3
South Dakota	66.7	62.0	83.6
Tennessee	58.7	54.0	69.3
Texas	65.4	64.4	86.6
Utah	55.3	47.1	74.3
Vermont	74.7	68.9	77.2
Virginia	69.3	68.7	76.4
Washington	48.8	43.1	56.4
West Virginia	79.5	77.7	88.7
Wisconsin	75.7	74.3	82.9
Wyoming	78.1	75.7	88.2

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 3.6 Percentage of Public School Mathematics Teachers (Grades 7-12 Only) with a Major or a Minor in Field, by State: 1993-94



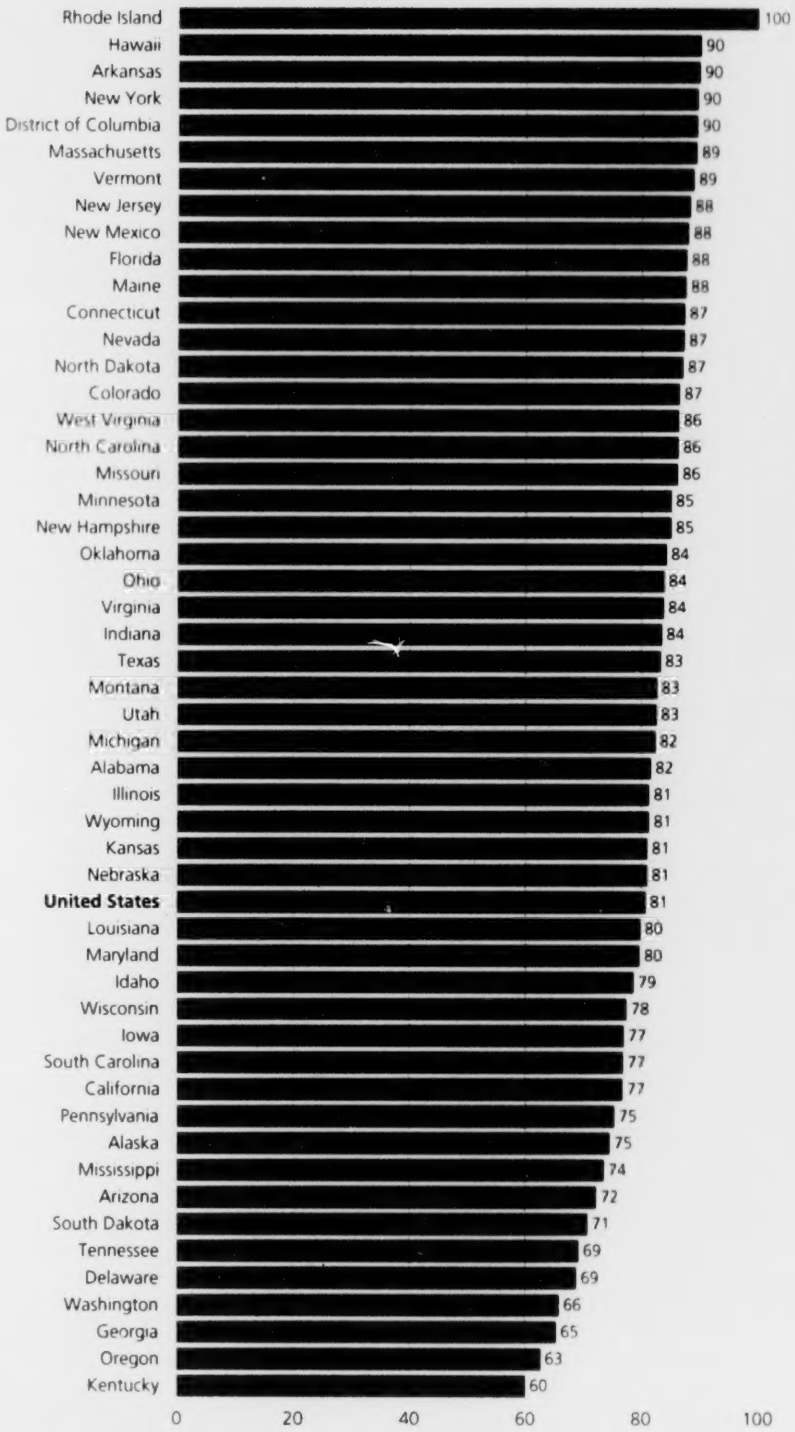
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table 3.6 Percentage of Public School English Teachers (Grades 7-12 Only) with a Major in Field, by State: 1993-94

United States	77.7	71.8	80.7
Alabama	75.1	68.9	81.6
Alaska	83.5	69.1	74.6
Arizona	65.3	62.3	72.3
Arkansas	77.7	74.5	89.9
California	75.8	67.2	76.8
Colorado	90.6	77.6	86.5
Connecticut	84.0	81.2	87.4
Delaware	90.3	68.9	68.9
District of Columbia	89.5	89.5	89.5
Florida	83.4	79.9	87.7
Georgia	81.8	60.3	65.4
Hawaii	80.7	75.2	90.1
Idaho	68.9	61.2	78.7
Illinois	89.2	77.3	81.3
Indiana	75.7	74.1	83.5
Iowa	79.7	68.5	77.0
Kansas	63.1	63.4	81.0
Kentucky	62.9	53.2	60.0
Louisiana	64.7	60.2	79.8
Maine	81.3	79.9	87.6
Maryland	85.5	77.2	79.7
Massachusetts	89.4	82.1	89.4
Michigan	67.1	66.6	82.4
Minnesota	83.5	82.4	85.1
Mississippi	65.9	65.0	73.6
Missouri	80.8	76.5	86.2
Montana	75.4	71.6	82.7
Nebraska	83.0	78.5	81.0
Nevada	84.6	80.7	87.3
New Hampshire	89.7	83.4	85.1
New Jersey	86.6	82.4	88.3
New Mexico	76.0	72.5	88.0
New York	89.4	87.6	89.6
North Carolina	87.0	84.5	86.3
North Dakota	79.8	75.6	87.1
Ohio	73.8	72.1	83.9
Oklahoma	78.4	74.9	84.3
Oregon	61.1	56.5	62.7
Pennsylvania	74.2	72.7	75.4
Rhode Island	93.5	93.5	100.0
South Carolina	78.2	71.7	76.9
South Dakota	73.4	63.4	70.8
Tennessee	72.6	59.3	69.3
Texas	71.0	64.7	83.3
Utah	72.9	66.3	82.6
Vermont	86.6	83.8	88.9
Virginia	93.2	82.0	83.8
Washington	64.0	55.7	65.9
West Virginia	74.3	71.5	86.4
Wisconsin	75.3	73.9	77.5
Wyoming	74.8	72.4	81.3

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 3.7
Percentage of Public School English Teachers (Grades 7-12 Only) with a Major or a Minor in Field, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

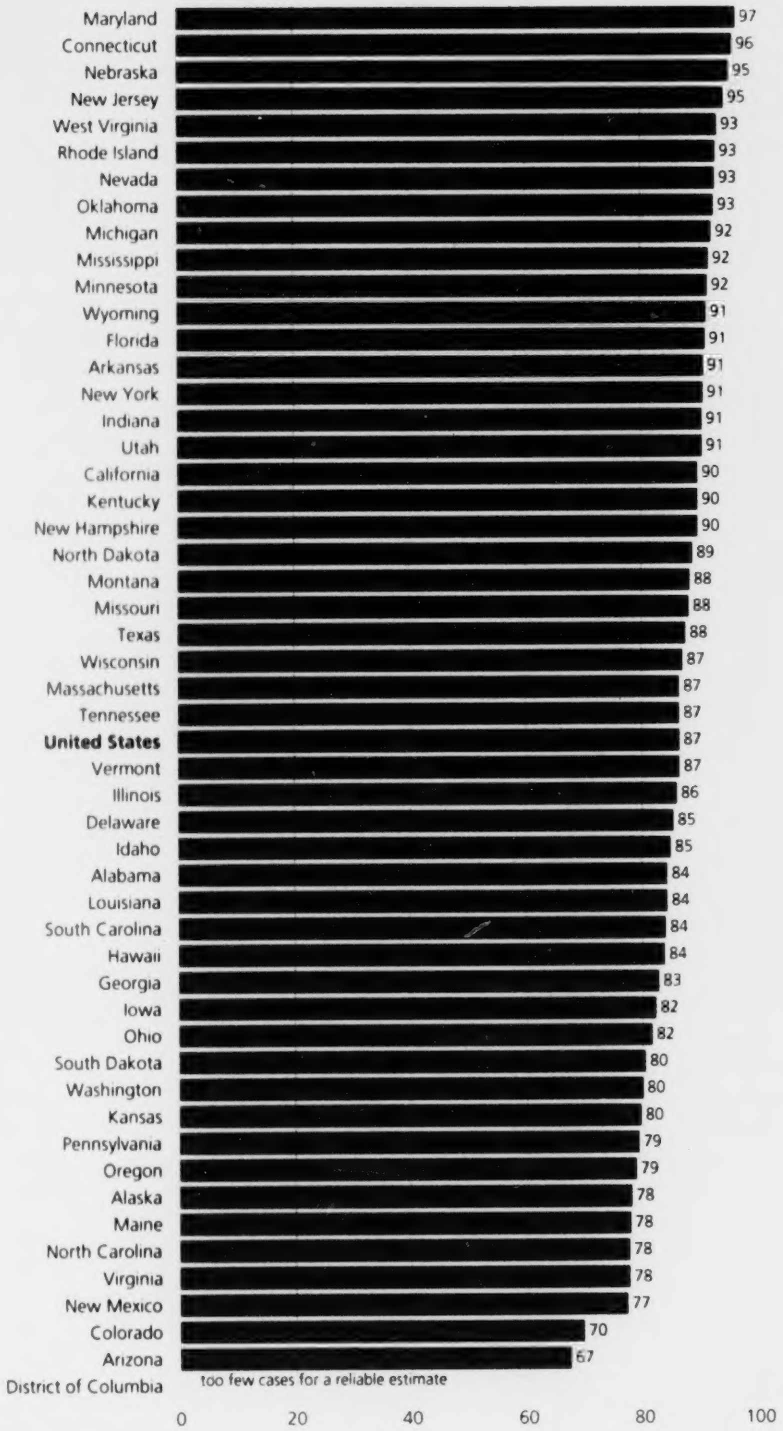
Table 3.7 Percentage of Public School Social Studies Teachers (Grades 7-12 Only) with a Major in Field, by State: 1993-94

	[illegible]	[illegible]	[illegible]
United States	79.8	74.3	86.5
Alabama	79.5	72.8	84.3
Alaska	66.3	58.3	77.9
Arizona	64.7	58.2	67.3
Arkansas	69.8	67.4	90.9
California	76.8	72.1	89.8
Colorado	60.9	58.2	69.6
Connecticut	92.1	84.3	96.0
Delaware	76.5	70.5	85.4
District of Columbia	—	—	—
Florida	86.4	84.4	91.2
Georgia	89.8	81.4	82.8
Hawaii	86.4	70.6	83.8
Idaho	72.8	67.8	84.9
Illinois	80.4	70.4	86.0
Indiana	89.3	81.8	90.6
Iowa	81.1	74.3	82.3
Kansas	72.5	62.1	79.6
Kentucky	80.3	76.4	89.8
Louisiana	66.8	61.0	84.3
Maine	72.3	72.5	77.7
Maryland	91.5	90.2	96.6
Massachusetts	87.0	72.2	86.5
Michigan	87.8	75.2	92.3
Minnesota	89.1	84.1	91.6
Mississippi	82.8	80.7	91.8
Missouri	83.7	76.8	88.2
Montana	78.9	72.9	88.4
Nebraska.0	89.5	86.2	95.4
Nevada	86.0	84.7	92.9
New Hampshire	89.6	83.8	89.8
New Jersey	92.6	92.3	94.5
New Mexico	59.9	51.4	77.1
New York	87.4	81.5	90.8
North Carolina	87.7	75.8	77.5
North Dakota	76.5	72.6	88.9
Ohio	79.3	75.8	81.6
Oklahoma	70.8	68.8	92.7
Oregon	79.2	66.3	78.7
Pennsylvania	74.4	74.3	79.2
Rhode Island	93.0	93.0	93.0
South Carolina	71.7	67.1	84.0
South Dakota	60.5	54.6	80.4
Tennessee	80.7	70.7	86.5
Texas	67.3	67.2	87.6
Utah	60.6	55.8	90.6
Vermont	81.2	75.1	86.5
Virginia	84.4	73.3	77.5
Washington	74.8	66.6	79.9
West Virginia	82.9	82.6	93.3
Wisconsin	84.7	83.7	87.1
Wyoming	81.0	80.1	91.4

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 3.8 Percentage of Public School Social Studies Teachers (Grades 7-12 Only) with a Major or a Minor in Field, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table 3.8
Percentage of Public School Special Education Teachers (Grades 7-12 Only) with a Major in Field, by State: 1993-94

	[illegible]	[illegible]	[illegible]
United States	70.9	66.2	70.2
Alabama	70.9	71.8	71.8
Alaska	76.3	76.3	76.3
Arizona	90.1	83.1	87.7
Arkansas	74.7	74.7	81.8
California	54.4	50.0	58.1
Colorado	82.8	74.5	74.5
Connecticut	89.5	79.5	79.5
Delaware	—	—	—
District of Columbia	—	—	—
Florida	79.7	73.0	79.5
Georgia	90.0	90.0	90.0
Hawaii	—	—	—
Idaho	—	—	—
Illinois	78.9	79.0	79.0
Indiana	93.3	86.4	86.4
Iowa	—	—	—
Kansas	—	—	—
Kentucky	88.4	88.4	93.9
Louisiana	51.6	45.5	58.2
Maine	—	—	—
Maryland	79.0	74.8	74.8
Massachusetts	82.4	76.3	79.5
Michigan	85.2	85.2	85.2
Minnesota	74.6	75.5	80.1
Mississippi	57.0	53.1	62.0
Missouri	—	—	—
Montana	—	—	—
Nebraska	—	—	—
Nevada	—	—	—
New Hampshire	—	—	—
New Jersey	87.9	84.3	88.4
New Mexico	57.0	58.7	74.5
New York	73.7	59.3	60.8
North Carolina	77.3	77.3	77.3
North Dakota	—	—	—
Ohio	63.9	63.9	63.9
Oklahoma	100.0	87.9	87.9
Oregon	—	—	—
Pennsylvania	87.4	88.2	88.2
Rhode Island	—	—	—
South Carolina	—	—	—
South Dakota	—	—	—
Tennessee	55.9	55.9	59.9
Texas	—	27.4	41.6
Utah	71.1	67.9	73.2
Vermont	—	—	—
Virginia	83.5	83.5	83.5
Washington	59.9	54.0	54.0
West Virginia	80.7	78.0	78.0
Wisconsin	82.0	60.6	60.6
Wyoming	—	—	—

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

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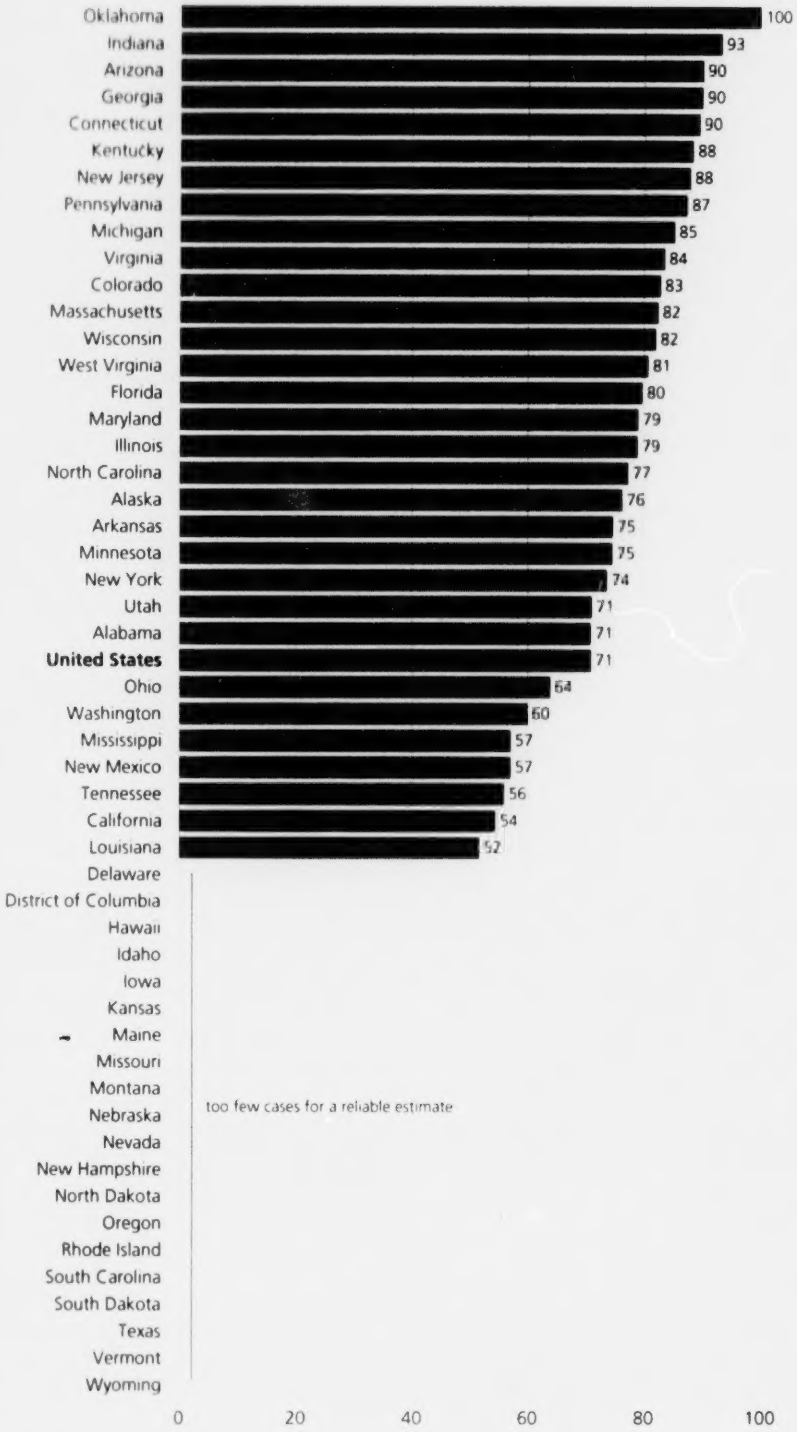
Figure 3.9 Percentage of Public School Teachers (Grades 7-12 Only) with Special Education as Main Assignment with a Major in Field, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table 3.9 Percentage of Public School Foreign Language Teachers (Grades 7-12 Only) with a Major in Field, by State: 1993-94

United States	83.5	79.3	89.8
Alabama	91.8	80.2	83.4
Alaska	83.2	78.6	81.4
Arizona	81.8	72.5	79.9
Arkansas	87.9	76.9	85.4
California	83.5	79.8	85.4
Colorado	85.9	73.4	76.7
Connecticut	87.4	87.4	97.6
Delaware	—	—	—
District of Columbia	—	—	—
Florida	90.3	82.3	86.3
Georgia	76.6	70.0	80.1
Hawaii	—	—	—
Idaho	65.3	54.5	72.3
Illinois	90.1	84.2	90.7
Indiana	73.6	70.8	94.4
Iowa	72.5	70.6	91.2
Kansas	85.9	84.5	97.2
Kentucky	65.0	57.3	74.3
Louisiana	80.6	75.9	88.2
Maine	65.6	64.0	76.3
Maryland	81.2	76.1	89.6
Massachusetts	92.9	92.1	93.2
Michigan	74.9	75.0	99.3
Minnesota	87.1	87.7	96.4
Mississippi	69.0	59.1	69.4
Missouri	76.0	66.2	76.9
Montana	74.4	64.0	90.6
Nebraska	81.4	73.7	85.8
Nevada	—	—	—
New Hampshire	88.2	89.6	89.6
New Jersey	85.8	82.5	92.6
New Mexico	84.8	72.7	90.3
New York	96.9	92.8	95.6
North Carolina	77.1	77.1	100.0
North Dakota	48.6	46.0	95.4
Ohio	75.6	73.5	90.1
Oklahoma	47.7	40.9	78.1
Oregon	73.6	66.3	83.7
Pennsylvania	88.2	88.3	96.0
Rhode Island	100.0	100.0	100.0
South Carolina	89.5	89.8	93.0
South Dakota	66.8	53.4	86.7
Tennessee	73.6	69.0	91.9
Texas	75.9	74.1	88.0
Utah	77.5	65.2	94.1
Vermont	79.1	73.5	87.6
Virginia	88.5	88.5	92.3
Washington	78.9	68.6	80.3
West Virginia	89.5	91.4	100.0
Wisconsin	91.0	87.5	89.8
Wyoming	95.2	95.4	100.0

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

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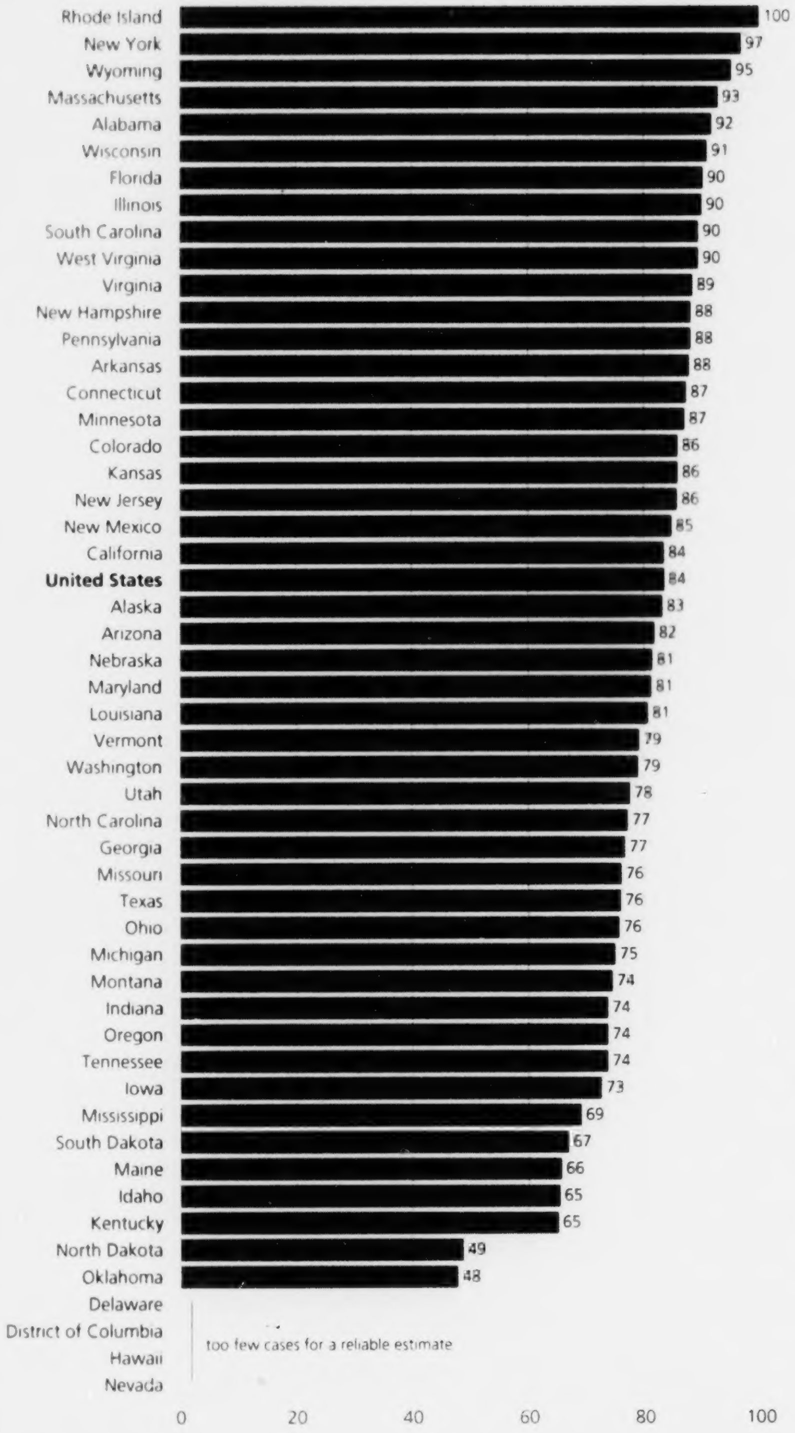
Figure 3.10
Percentage of Public School Teachers (Grades 7-12 Only) with Foreign Language as Main Assignment with a Major in Field, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

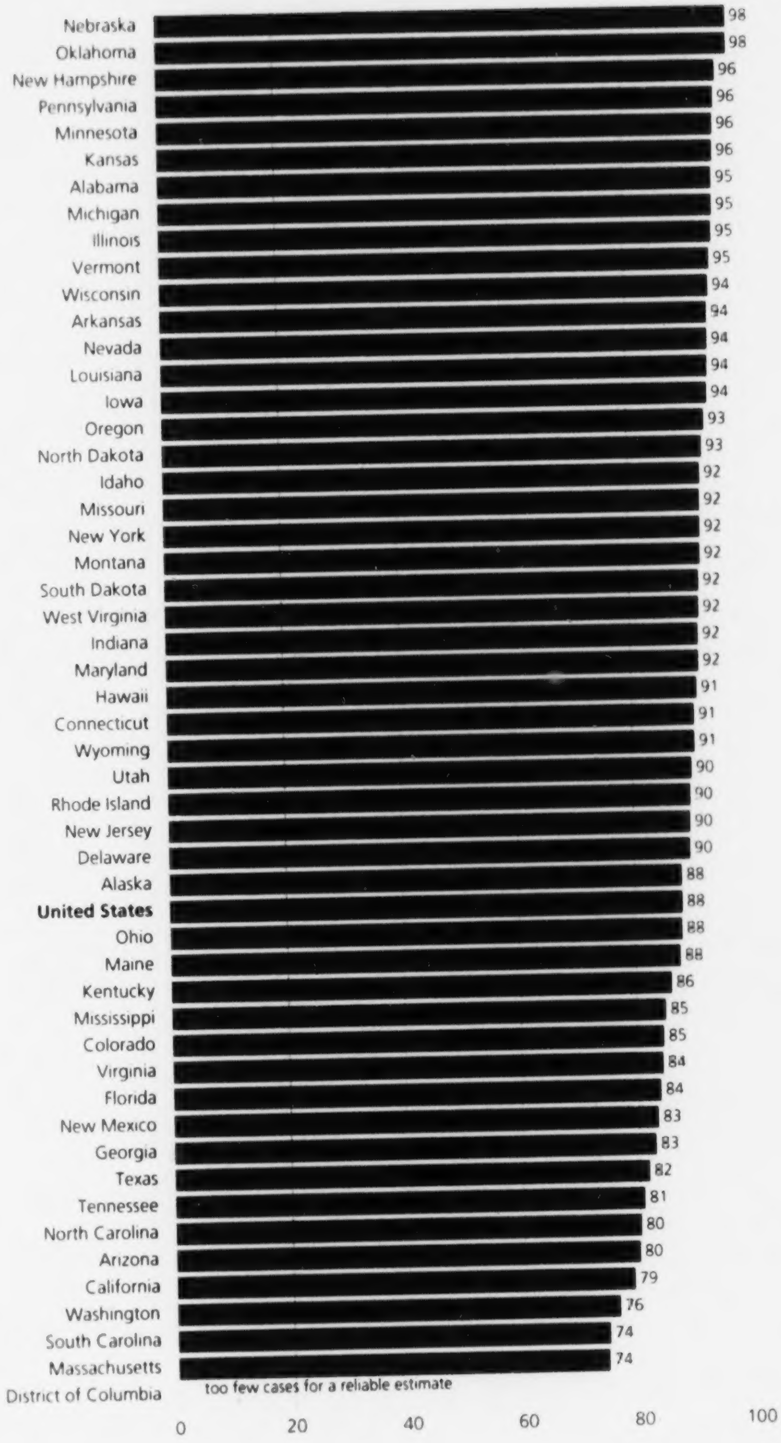
Table 3.10 Percentage of Public School Vocational Education Teachers (Grades 7-12 Only) with a Major in Field, by State: 1993-94

	[illegible]	[illegible]	[illegible]
United States	88.1	86.1	87.3
Alabama	95.3	94.5	94.5
Alaska	88.1	76.0	78.2
Arizona	79.7	78.0	83.5
Arkansas	94.1	94.2	95.6
California	78.7	73.7	77.5
Colorado	84.5	80.9	80.9
Connecticut	90.7	89.1	89.1
Delaware	89.6	90.2	90.2
District of Columbia	—	—	—
Florida	83.8	84.6	88.4
Georgia	82.8	81.8	83.1
Hawaii	91.2	83.4	83.4
Idaho	92.4	89.6	89.6
Illinois	95.1	95.4	95.7
Indiana	91.6	90.6	90.6
Iowa	93.9	93.2	93.2
Kansas	95.5	95.6	96.3
Kentucky	86.0	86.6	86.6
Louisiana	94.0	94.2	94.2
Maine	87.6	87.7	87.7
Maryland	91.6	82.9	82.9
Massachusetts	74.1	71.5	74.5
Michigan	95.3	90.4	92.0
Minnesota	95.6	95.9	95.9
Mississippi	84.9	84.3	85.2
Missouri	92.3	87.7	89.0
Montana	92.2	89.5	91.7
Nebraska	98.2	92.0	92.7
Nevada	94.1	94.6	94.6
New Hampshire	96.2	90.7	90.7
New Jersey	89.7	90.1	90.1
New Mexico	83.3	77.1	79.1
New York	92.3	86.2	88.1
North Carolina	80.0	80.0	80.0
North Dakota	92.8	92.3	95.1
Ohio	88.0	85.0	88.8
Oklahoma	98.2	97.0	97.5
Oregon	93.3	85.2	86.0
Pennsylvania	95.8	95.8	95.8
Rhode Island	89.8	89.8	89.8
South Carolina	74.3	70.5	70.5
South Dakota	91.9	91.6	91.6
Tennessee	80.7	79.5	80.2
Texas	81.6	81.0	83.0
Utah	90.1	88.5	88.5
Vermont	94.7	95.2	95.2
Virginia	84.3	83.2	83.2
Washington	76.1	70.2	70.2
West Virginia	91.8	87.2	87.2
Wisconsin	94.4	93.7	93.7
Wyoming	90.7	88.2	88.2

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 3.11 Percentage of Public School Teachers (Grades 7-12) with Vocational Education as Main Assignment with a Major in Field, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table 3.11 Percentage of Public School Teachers (Grades 7-12 Only) Teaching at Least One Course in Mathematics or Science Without a Major or a Minor in Those Fields, by School Enrollment Size, by State: 1993-94

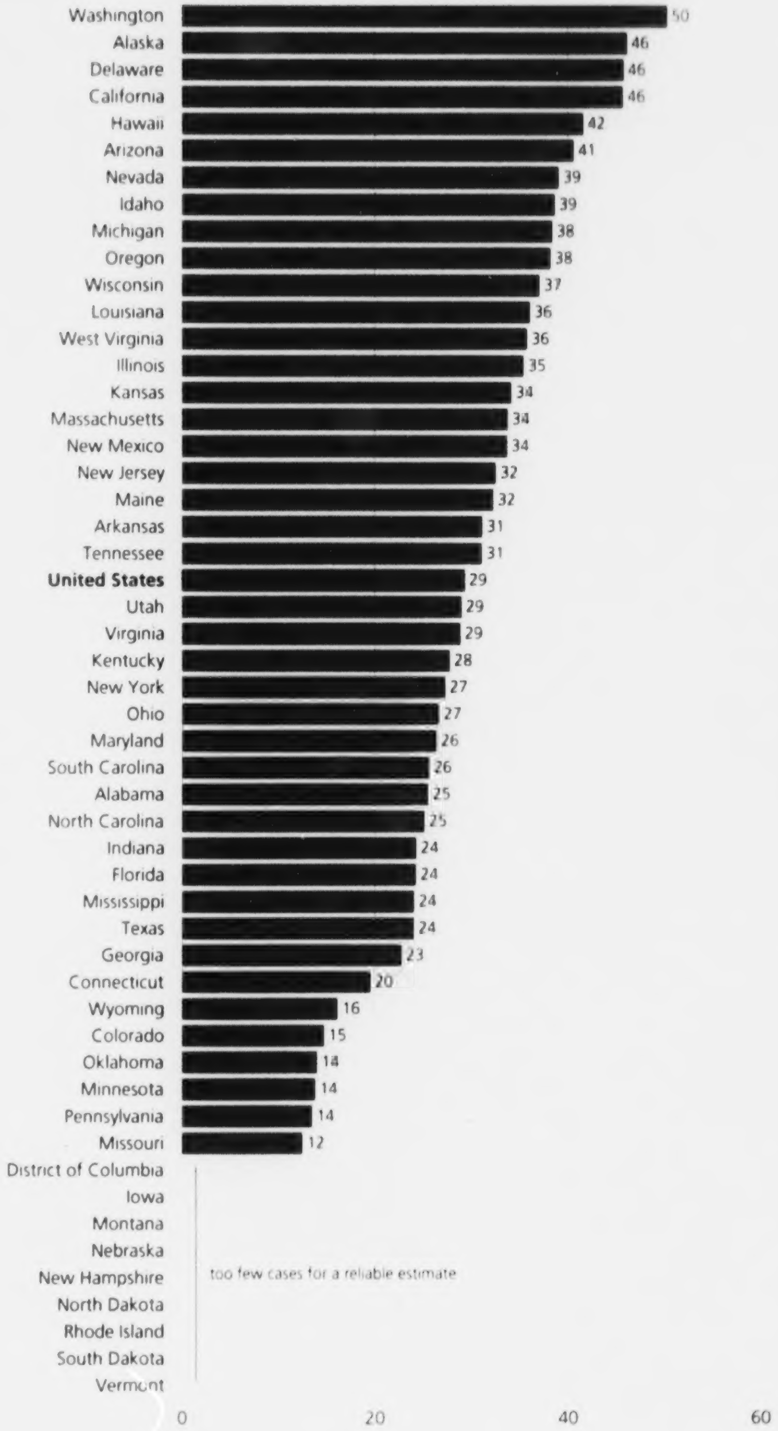
United States	38.5	37.0	29.3	24.1	28.9	19.4
Alabama	—	—	25.5	—	—	16.6
Alaska	66.2	—	46.1	30.6	—	—
Arizona	—	—	40.5	—	—	17.1
Arkansas	—	—	31.1	—	—	4.4
California	94.9	88.5	45.7	—	—	20.8
Colorado	65.3	78.2	14.7	—	—	7.5
Connecticut	—	—	19.5	—	0.0	18.5
Delaware	—	—	45.7	—	—	—
District of Columbia	—	—	—	—	—	—
Florida	—	—	24.2	—	—	16.8
Georgia	—	—	22.7	—	—	34.3
Hawaii	—	—	41.5	—	—	—
Idaho	39.9	52.0	38.6	—	—	12.4
Illinois	—	—	35.4	—	—	27.8
Indiana	—	—	24.2	—	—	14.5
Iowa	—	—	—	—	—	0.0
Kansas	—	—	34.1	30.9	—	7.8
Kentucky	—	—	27.7	—	—	25.3
Louisiana	—	56.8	36.0	—	56.4	27.6
Maine	—	45.5	32.2	—	—	29.4
Maryland	—	—	26.3	—	—	9.6
Massachusetts	—	48.8	33.7	—	23.1	12.0
Michigan	—	31.4	38.3	—	22.3	23.8
Minnesota	—	—	13.8	—	—	6.1
Mississippi	—	—	24.0	—	—	27.8
Missouri	—	—	12.5	—	—	20.9
Montana	30.6	—	—	13.3	—	—
Nebraska	26.3	—	—	29.1	—	0.0
Nevada	—	—	39.0	—	—	—
New Hampshire	—	—	—	—	—	—
New Jersey	—	—	32.5	—	—	28.9
New Mexico	—	—	33.6	—	—	19.4
New York	—	—	27.2	—	—	12.8
North Carolina	—	—	25.1	—	62.2	23.0
North Dakota	15.0	—	—	8.2	—	—
Ohio	—	46.5	26.6	—	—	19.6
Oklahoma	37.2	48.8	14.0	32.0	—	12.3
Oregon	—	73.2	38.1	—	—	10.1
Pennsylvania	—	—	13.5	—	—	15.9
Rhode Island	—	—	—	—	—	—
South Carolina	—	—	25.6	—	—	19.8
South Dakota	30.7	28.6	—	30.4	—	—
Tennessee	—	60.4	31.0	—	—	34.0
Texas	29.8	—	24.0	—	—	17.3
Utah	—	—	28.9	—	—	18.0
Vermont	—	—	—	—	—	—
Virginia	—	—	28.8	—	—	30.8
Washington	—	83.6	50.3	—	—	11.3
West Virginia	—	—	35.7	—	—	18.2
Wisconsin	—	—	37.0	—	49.5	15.2
Wyoming	31.4	—	16.2	—	—	19.2

small: less than 300 students,
medium: between 300 and 600 students,
large: 600 or more students.

— too few cases for a reliable estimate

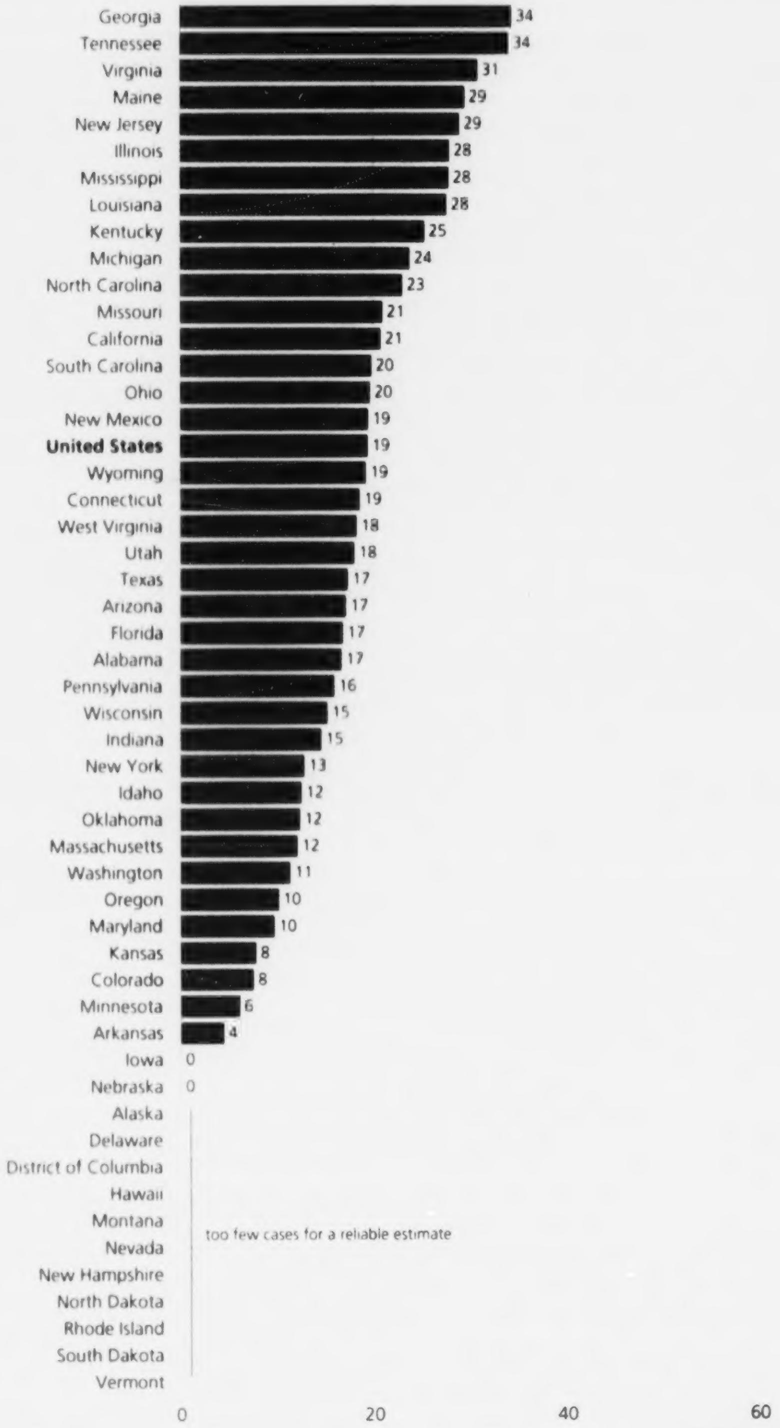
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 3.12 Percentage of Public School Teachers (Grades 7-12 Only) Teaching at Least One Course in Mathematics Without a Major or a Minor in Schools with 600 or More Students, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 3.13 Percentage of Public School Teachers (Grades 7-12 Only) Teaching at Least One Course in Sciences Without a Major or a Minor in Schools with 600 or More Students, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table 3.12 Percentage of Public School Teachers (Grades 7-12 Only) Teaching at Least One Course in Social Studies or English Without a Major or a Minor in Those Fields, by School Enrollment Size, by State: 1993-94

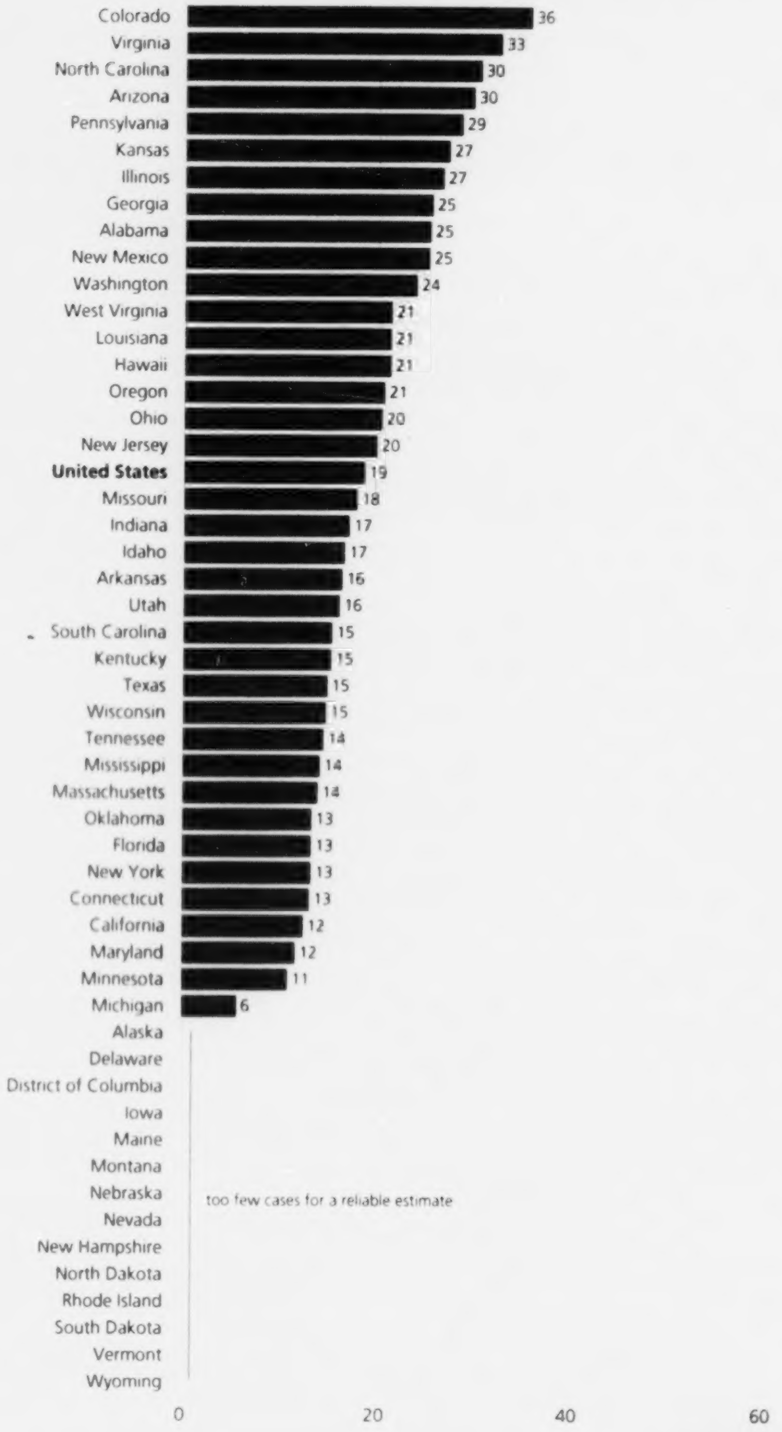
United States	23.2	20.6	18.5	26.9	26.8	26.4
Alabama	—	—	25.3	—	—	32.2
Alaska	—	—	—	40.2	—	—
Arizona	—	71.2	29.8	—	—	34.3
Arkansas	—	—	16.3	—	19.6	29.3
California	—	—	12.4	—	—	27.4
Colorado	—	—	35.7	—	—	16.9
Connecticut	—	—	13.0	—	—	24.7
Delaware	—	—	—	—	—	50.5
District of Columbia	—	—	—	—	—	—
Florida	—	—	13.2	—	23.1	29.5
Georgia	—	—	25.5	—	—	34.7
Hawaii	—	—	21.2	—	—	—
Idaho	—	—	16.5	—	44.5	17.5
Illinois	—	—	26.6	—	—	33.9
Indiana	—	—	17.0	—	21.2	21.4
Iowa	—	—	—	—	—	35.7
Kansas	—	—	27.2	—	—	29.1
Kentucky	—	—	15.2	—	74.2	29.7
Louisiana	—	22.3	21.3	—	27.3	22.2
Maine	—	—	—	—	17.8	27.0
Maryland	—	—	11.6	—	—	23.0
Massachusetts	—	18.4	13.9	—	9.1	16.6
Michigan	—	11.6	5.6	—	28.8	25.7
Minnesota	—	—	10.8	—	—	22.2
Mississippi	—	0.0	14.1	—	—	30.1
Missouri	—	—	17.8	—	—	15.1
Montana	19.9	—	—	25.7	30.7	19.6
Nebraska	13.0	—	—	24.4	—	—
Nevada	—	—	—	—	—	—
New Hampshire	—	—	—	—	—	—
New Jersey	—	—	19.8	—	—	25.0
New Mexico	—	—	25.2	—	—	25.4
New York	—	—	13.2	—	6.3	15.6
North Carolina	—	—	30.5	—	—	22.3
North Dakota	18.2	—	—	14.1	—	—
Ohio	—	—	20.3	—	—	29.8
Oklahoma	17.8	9.3	13.2	24.6	21.2	24.6
Oregon	—	—	20.6	57.9	—	38.2
Pennsylvania	—	—	28.5	—	—	28.3
Rhode Island	—	—	—	—	—	—
South Carolina	—	70.4	15.2	—	—	29.3
South Dakota	26.8	—	—	25.6	—	33.6
Tennessee	—	—	14.4	—	48.8	36.8
Texas	—	—	14.8	11.1	15.4	22.9
Utah	—	—	16.0	—	—	22.3
Vermont	—	—	—	—	—	—
Virginia	—	—	32.6	—	—	23.9
Washington	—	—	23.9	—	—	41.6
West Virginia	—	—	21.3	—	28.7	27.5
Wisconsin	—	—	14.7	—	—	26.1
Wyoming	—	—	—	—	—	18.5

small: less than 300 students,
medium: between 300 and 600 students,
large: 600 or more students.

— too few cases for a reliable estimate

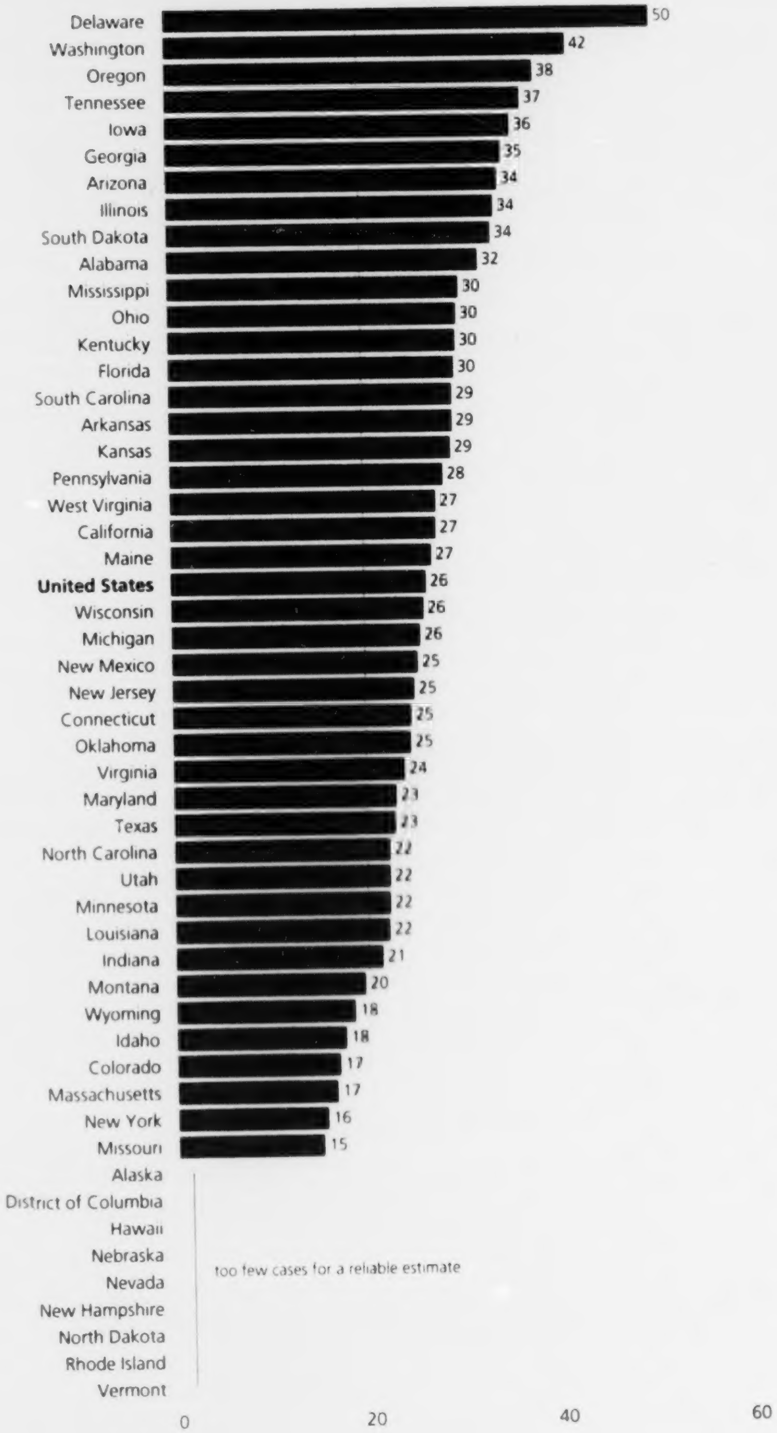
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 3.14 Percentage of Public School Teachers (Grades 7-12 Only) Teaching at Least One Course in Social Studies Without a Major or a Minor in Schools with 600 or More Students, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 3.15 Percentage of Public School Teachers (Grades 7-12 Only) Teaching at Least One Course of English Without a Major or a Minor in Schools with 600 or More Students, by State: 1993-94



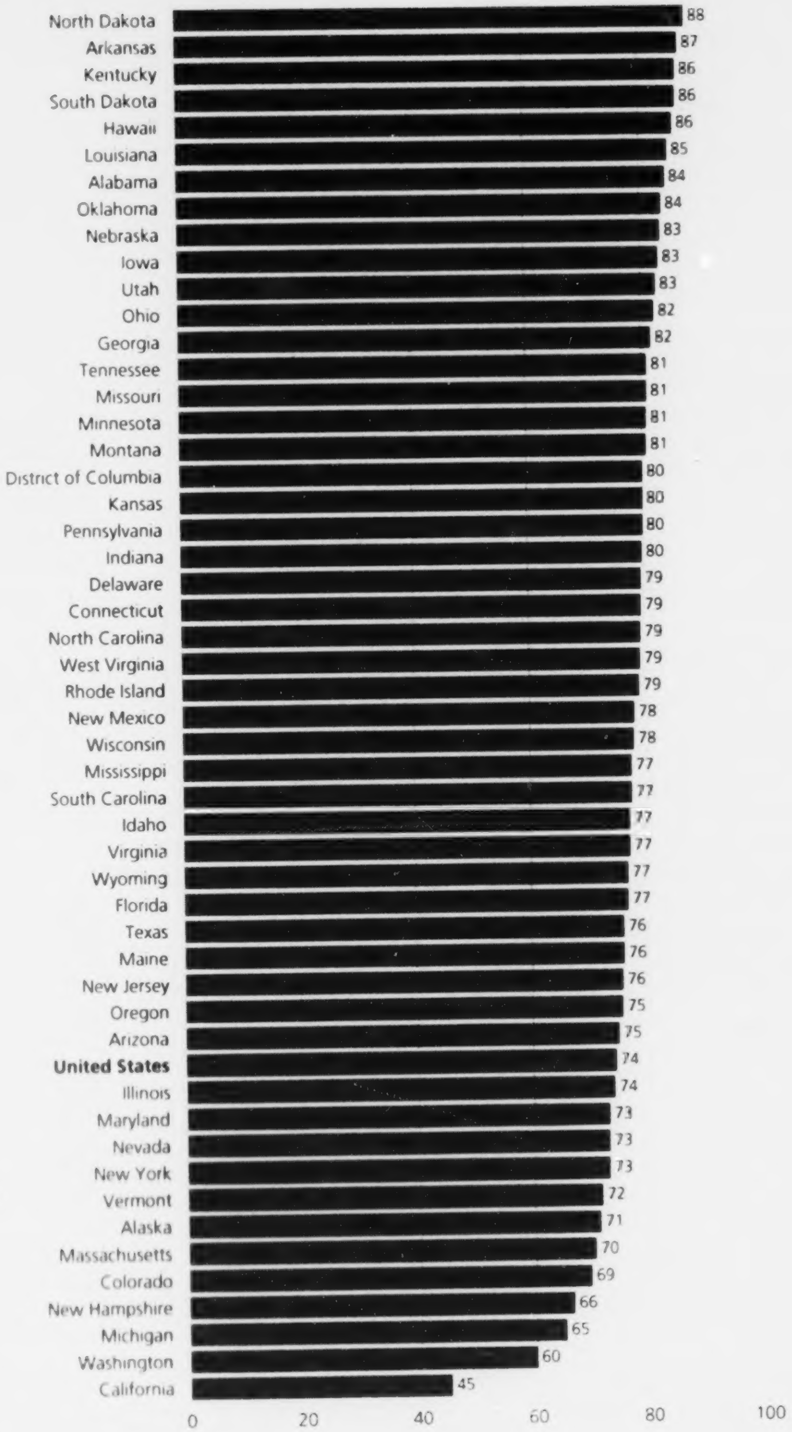
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table 3.13
Percentage of Public School Teachers (Grades K-6 only) with Pre-elementary or Elementary Education Majors and with Education Beyond a Bachelor's Degree, by State: 1993-94

United States	74.2	44.0
Alabama	84.4	64.1
Alaska	71.1	33.4
Arizona	74.8	42.8
Arkansas	86.9	33.9
California	45.1	34.9
Colorado	69.4	49.6
Connecticut	79.3	78.4
Delaware	79.4	47.5
District of Columbia	80.0	45.0
Florida	76.6	40.8
Georgia	81.7	48.4
Hawaii	85.8	52.6
Idaho	77.1	19.4
Illinois	73.9	43.9
Indiana	79.7	77.9
Iowa	83.1	26.2
Kansas	79.9	44.2
Kentucky	86.4	69.7
Louisiana	84.9	32.2
Maine	75.8	27.1
Maryland	73.0	53.5
Massachusetts	70.2	55.6
Michigan	65.0	49.2
Minnesota	80.8	35.4
Mississippi	77.4	41.4
Missouri	80.8	44.1
Montana	80.7	26.7
Nebraska	83.5	36.3
Nevada	72.9	47.1
New Hampshire	66.4	30.8
New Jersey	75.5	35.4
New Mexico	78.0	42.4
New York	72.9	70.6
North Carolina	79.2	36.7
North Dakota	88.1	19.1
Ohio	82.3	46.5
Oklahoma	83.7	44.7
Oregon	75.5	33.3
Pennsylvania	79.8	51.8
Rhode Island	78.8	58.2
South Carolina	77.4	44.9
South Dakota	86.4	21.1
Tennessee	80.9	44.3
Texas	75.8	28.3
Utah	82.6	23.9
Vermont	71.5	45.6
Virginia	77.0	33.2
Washington	59.9	37.4
West Virginia	79.1	57.0
Wisconsin	77.9	33.4
Wyoming	76.6	23.6

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

**Figure 3.16
Percentage of
Public School Teachers
(Grades K-6 Only) with
Pre-elementary or
Elementary Education
Majors,
by State: 1993-94**



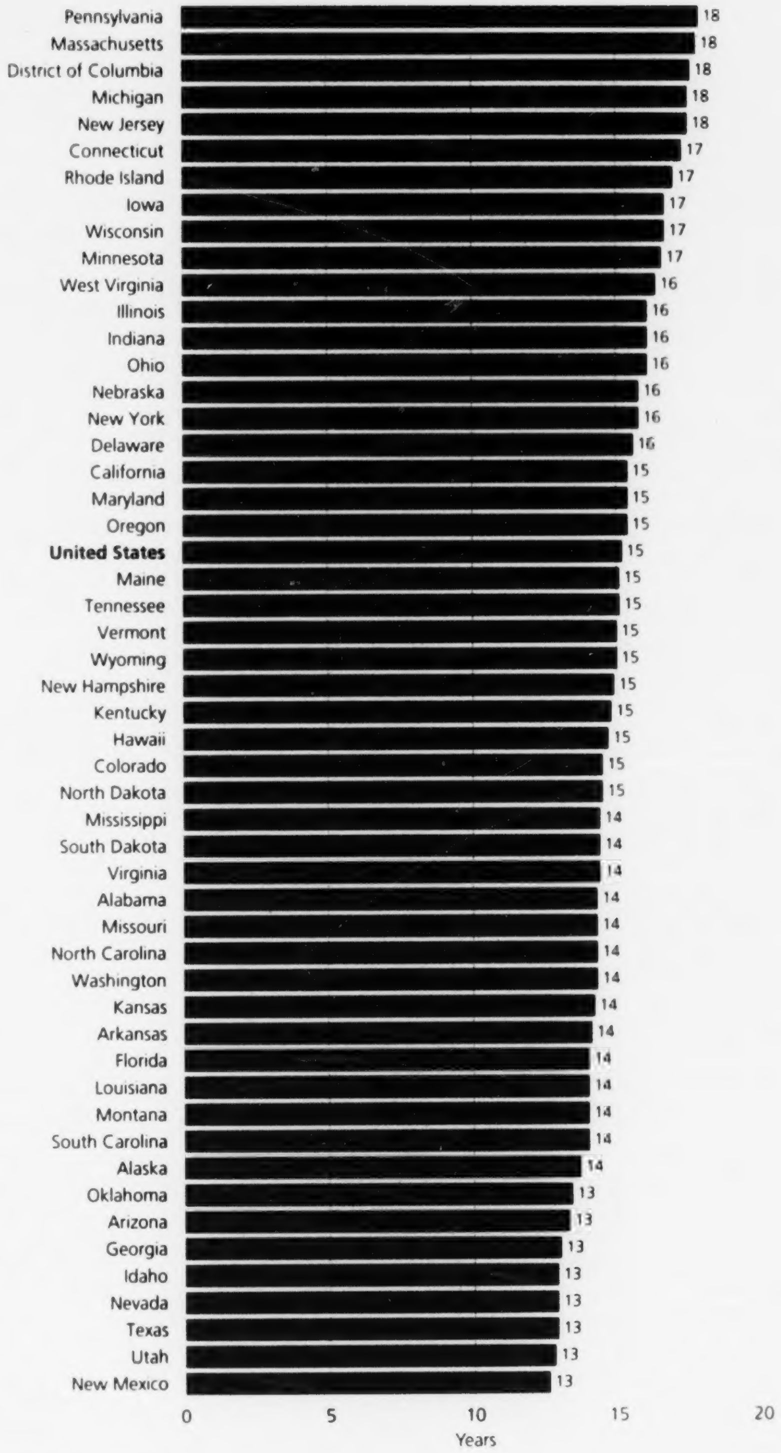
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table 3.14
Average Years of Teaching Experience and Percentage of Public School Teachers by Years of Teaching Experience, by State: 1993-94

United States	15.2	8.5	24.4	35.7	31.4
Alabama	14.3	10.5	22.1	41.8	25.5
Alaska	13.7	7.2	27.5	44.0	21.4
Arizona	13.3	11.6	27.6	40.1	20.8
Arkansas	14.1	8.4	27.1	40.9	23.6
California	15.4	8.5	26.9	31.3	33.3
Colorado	14.5	7.5	25.3	39.8	27.4
Connecticut	17.3	5.3	17.6	37.2	40.0
Delaware	15.6	7.3	23.1	37.2	32.3
District of Columbia	17.6	10.3	15.2	30.1	44.4
Florida	14.0	8.4	28.3	38.4	24.8
Georgia	13.0	12.5	28.7	35.3	23.6
Hawaii	14.7	11.7	28.8	24.2	35.2
Idaho	12.9	10.2	32.5	35.6	21.6
Illinois	16.1	6.8	22.9	33.0	37.2
Indiana	16.1	5.0	23.1	38.9	33.1
Iowa	16.7	6.9	21.6	33.3	38.2
Kansas	14.2	10.1	28.5	35.2	26.2
Kentucky	14.8	9.0	26.4	33.1	31.5
Louisiana	14.0	9.5	29.3	34.8	26.4
Maine	15.1	5.3	26.8	38.9	29.0
Maryland	15.4	11.1	21.4	33.6	34.0
Massachusetts	17.8	6.7	15.4	35.0	42.9
Michigan	17.5	5.5	21.2	29.2	44.0
Minnesota	16.6	8.7	20.7	33.4	37.1
Mississippi	14.4	9.5	22.9	39.8	27.8
Missouri	14.3	9.2	26.4	38.1	26.3
Montana	14.0	8.9	25.8	40.5	24.7
Nebraska	15.8	7.0	21.3	41.3	30.4
Nevada	12.9	10.6	32.1	36.2	21.1
New Hampshire	14.9	7.7	24.9	39.8	27.6
New Jersey	17.5	5.1	18.5	34.7	41.6
New Mexico	12.6	11.3	32.0	34.6	22.2
New York	15.8	8.7	22.7	30.7	38.0
North Carolina	14.3	9.0	26.1	39.6	25.4
North Dakota	14.5	7.0	26.3	40.8	25.9
Ohio	16.1	5.8	20.8	40.2	33.1
Oklahoma	13.4	9.5	26.8	41.3	22.4
Oregon	15.4	4.6	23.9	42.2	29.3
Pennsylvania	17.9	5.9	17.1	33.0	44.1
Rhode Island	17.0	5.2	21.8	29.0	43.9
South Carolina	14.0	10.0	24.8	42.3	22.9
South Dakota	14.4	8.4	26.5	39.7	25.3
Tennessee	15.1	12.2	22.1	36.2	29.5
Texas	12.9	11.6	29.3	37.8	21.4
Utah	12.8	10.0	33.3	36.8	19.9
Vermont	15.0	5.7	26.6	37.8	29.9
Virginia	14.4	10.1	25.3	37.7	26.9
Washington	14.3	9.2	27.9	32.8	30.1
West Virginia	16.4	3.4	20.6	44.2	31.9
Wisconsin	16.7	7.4	23.2	30.1	39.3
Wyoming	15.0	7.7	21.7	43.0	27.6

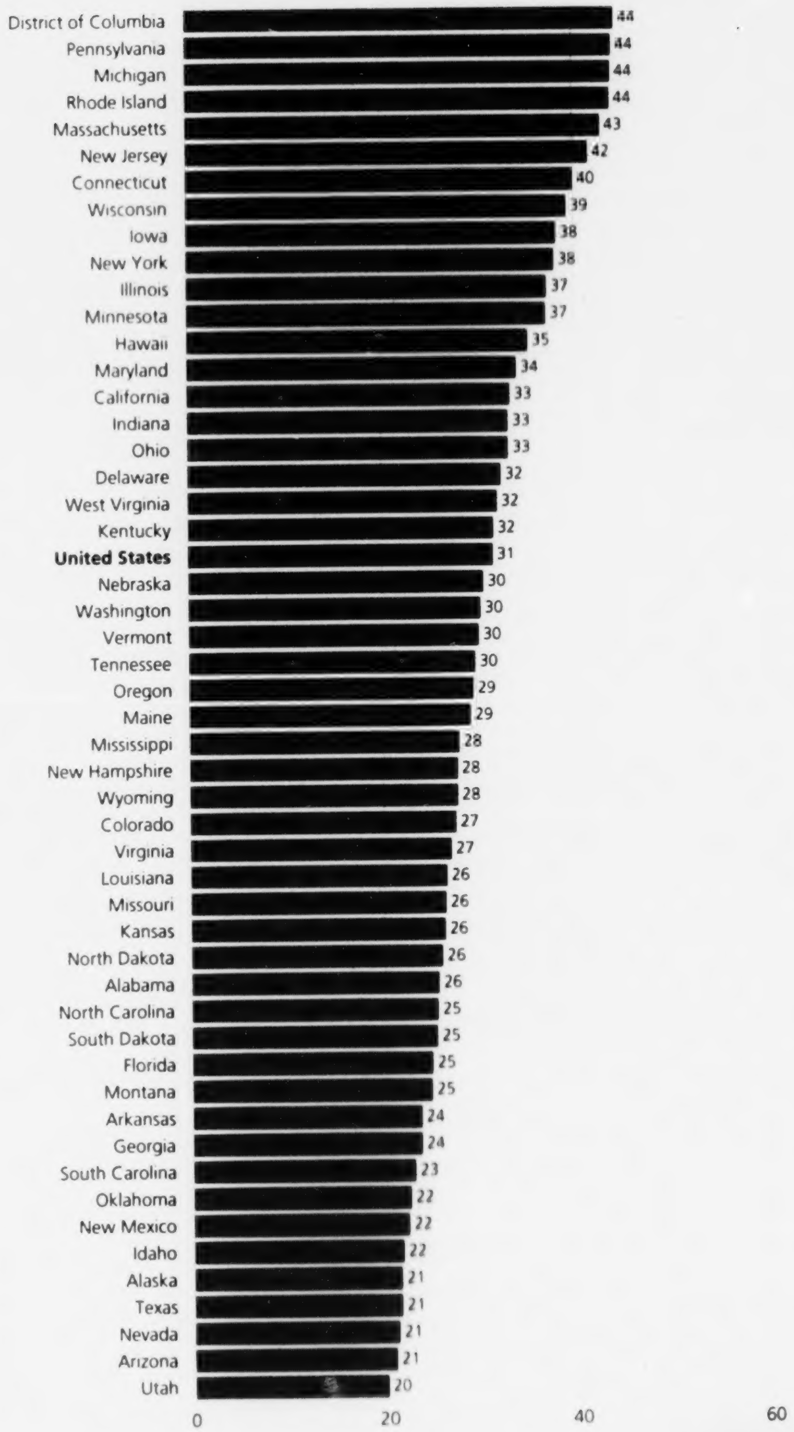
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 3.17
Average Years of Teaching Experience of Public School Teachers, by State: 1993-94



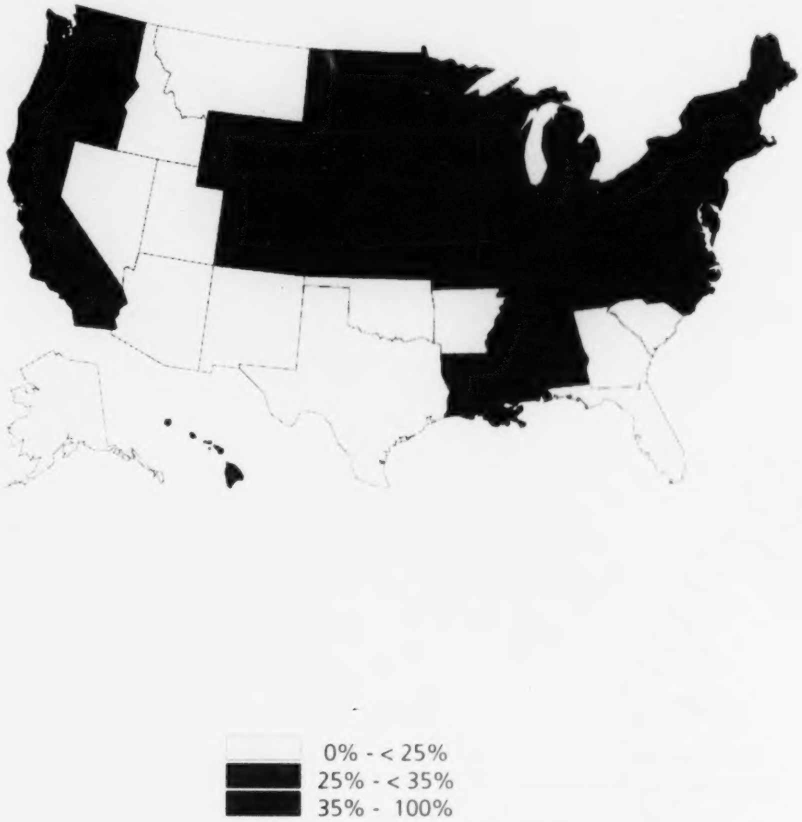
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 3.18
Percentage of Public School Teachers with More than 20 Years of Teaching Experience, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

**Figure 3.19
Percentage of Public School Teachers with More than 20 Years of Teaching Experience, by State: 1993-94**



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

4

Conditions for Teaching

The amount of time that teachers devote to helping each student learn skills for tomorrow is determined by class size and curriculum policy. Although it is difficult to isolate the effects of individual factors in assessing impact on learning in the schools, there is a logical basis for expecting that smaller class sizes, more time on subject, and greater involvement of teachers in professional decisions about the schools in which they teach will be beneficial. In some schools, districts, and states, teachers play a larger decision-making role than in others in shaping the curriculum and environment of the schools; and the extensive information provided by teachers and principals through the Schools and Staffing Survey provides valuable contexts for interpreting the situation in any particular school.

Example of SASS Analyses

Class sizes, unlike student/teacher ratios, give a concrete picture of the typical learning situation in public schools. Tables 4.1-4.4 and figures 4.1-4.6 show the range of average class sizes across states. [1]Table 4.1 and figure 4.1 focus on elementary grades (Kindergarten through sixth), and the other class size tables and figures focus on particular kinds of secondary classes: science, mathematics, English, and vocational education. While national average class sizes in all of these types are between 22 and 24, state averages vary from less than 20 to nearly 30.

Although students can choose their emphases in high school, the amount of time they are exposed to mathematics, science, reading, and social studies in elementary schools is determined by the school system. Tables 4.5 and 4.6 and figures 4.7-4.9 show elementary school teachers' reports that, on average, they spent about 22 hours per week teaching these four core subjects. The amount of time spent on each subject changes from grades 1-3 to grades 4-6, as can be seen by comparing tables 4.5 and 4.6, with a decreasing emphasis on reading and language arts and increasing emphasis on social studies and science. These averages also reflect somewhat greater variation between states in grades 1-3 than in grades 4-6.

In responding to SASS, principals estimated the amount of influence they, teachers, parents, the school board, and the state had on various aspects of school decision-making. Tables 4.7-4.10 and figure 4.10 indicate the percentages of each group that were estimated to have a great deal of influence on establishing the school curriculum, overall and for small, medium, and large schools. A great deal

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1. Tables 4.1-4.6 are restricted to a subset of the public school teacher population. Refer to *Special Populations* in Appendix C for the proper definition of each subset.

of variation in the perceived influence of state departments of education can be seen in figure 4.10. Table 4.11 and figures 4.11 and 4.12 display ratings of influence on teacher hiring decisions, and table 4.12 and figure 4.13 display ratings of influence on setting school discipline policies. Finally, table 4.13 and figures 4.14 and 4.15 display teachers' own perceptions of influence that they had on school curriculum decisions.

Other Uses of SASS Data

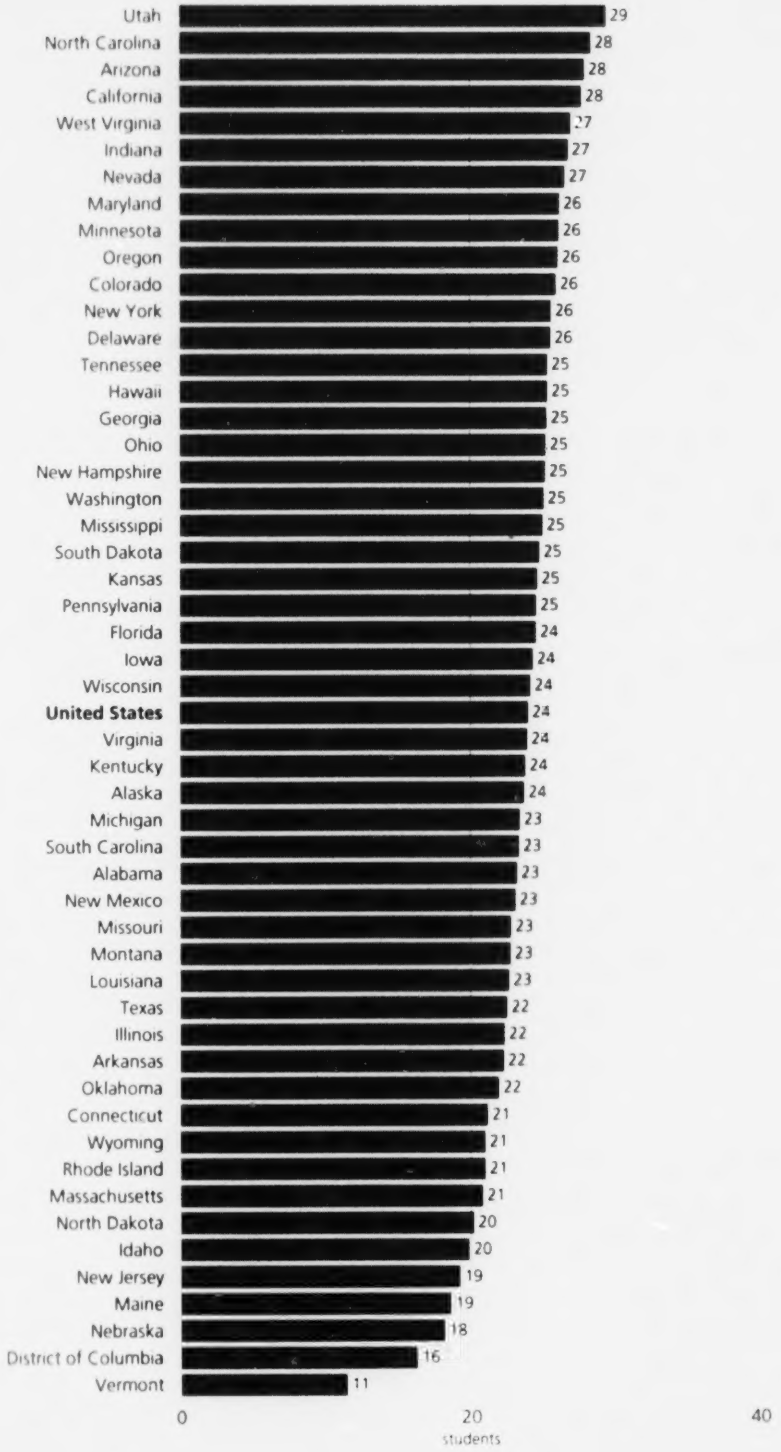
This *SASS by State* briefing book highlights only some of the state-level comparisons that can be made concerning the conditions of teaching, using SASS. These conditions can be further analyzed by community type and student enrollment characteristics; and teacher salaries and satisfaction can be compared to the conditions in which teaching occurs. Further analyses that relate these perceptions to teachers' own education and experience and to perceptions of problems in particular schools can inform state educational policy initiatives.

Table 4.1
Grades K-6 Average Class Size, and Percentage of Classes with 30 or More Students, by State: 1993-94

United States	23.9	16.2
Alabama	23.2	14.6
Alaska	23.7	14.9
Arizona	27.9	46.5
Arkansas	22.2	2.0
California	27.7	32.2
Colorado	25.9	27.6
Connecticut	21.1	0.0
Delaware	25.5	18.1
District of Columbia	16.3	3.5
Florida	24.5	24.0
Georgia	25.3	23.5
Hawaii	25.3	16.2
Idaho	19.9	13.4
Illinois	22.3	12.1
Indiana	26.7	24.9
Iowa	24.3	10.3
Kansas	24.6	14.5
Kentucky	23.7	0.9
Louisiana	22.6	13.0
Maine	18.6	3.8
Maryland	26.1	32.9
Massachusetts	20.8	6.8
Michigan	23.4	12.5
Minnesota	26.1	23.4
Mississippi	24.9	17.6
Missouri	22.7	10.2
Montana	22.7	9.7
Nebraska	18.1	7.0
Nevada	26.5	31.9
New Hampshire	25.1	13.9
New Jersey	19.2	0.0
New Mexico	23.0	6.7
New York	25.6	45.8
North Carolina	28.3	17.7
North Dakota	20.2	3.0
Ohio	25.2	12.9
Oklahoma	21.9	11.1
Oregon	26.0	23.7
Pennsylvania	24.5	17.4
Rhode Island	21.0	4.8
South Carolina	23.3	7.7
South Dakota	24.7	5.9
Tennessee	25.3	17.8
Texas	22.5	6.2
Utah	29.4	56.8
Vermont	11.4	0.0
Virginia	23.9	14.2
Washington	25.0	9.1
West Virginia	26.9	19.0
Wisconsin	24.1	6.2
Wyoming	21.0	7.9

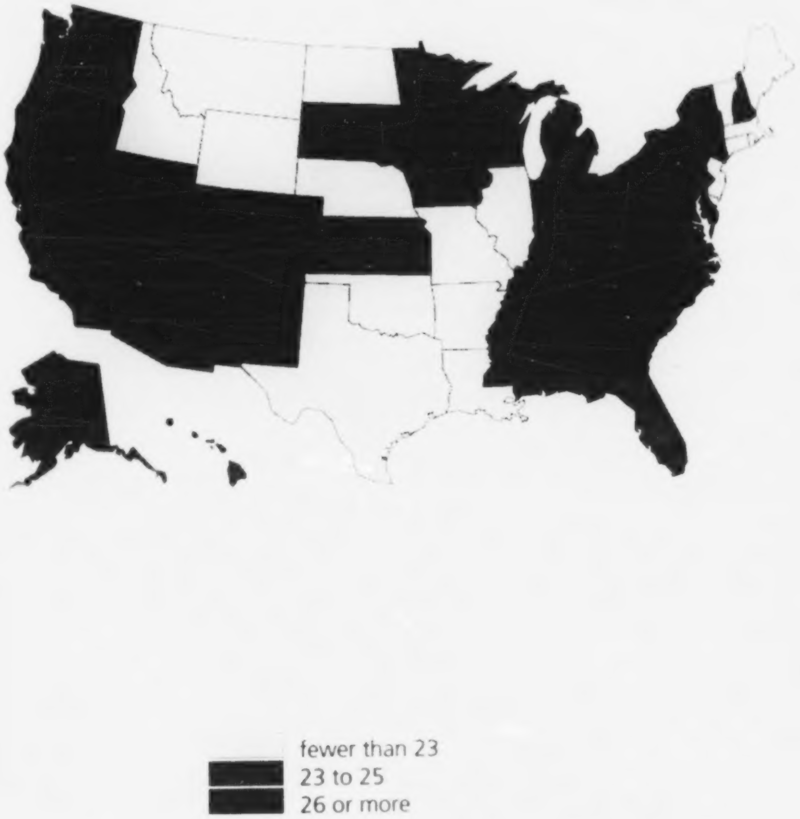
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

**Figure 4.1
Grades K-6 Average
Class Size,
by State: 1993-94**



Source U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

**Figure 4.2
Grades K-6 Average
Class Size,
by State**


fewer than 23
23 to 25
26 or more

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table 4.2
Grades 7-12 Science and Biology Class Size, and Percentage of Classes with 30 or More Students, by State: 1993-94

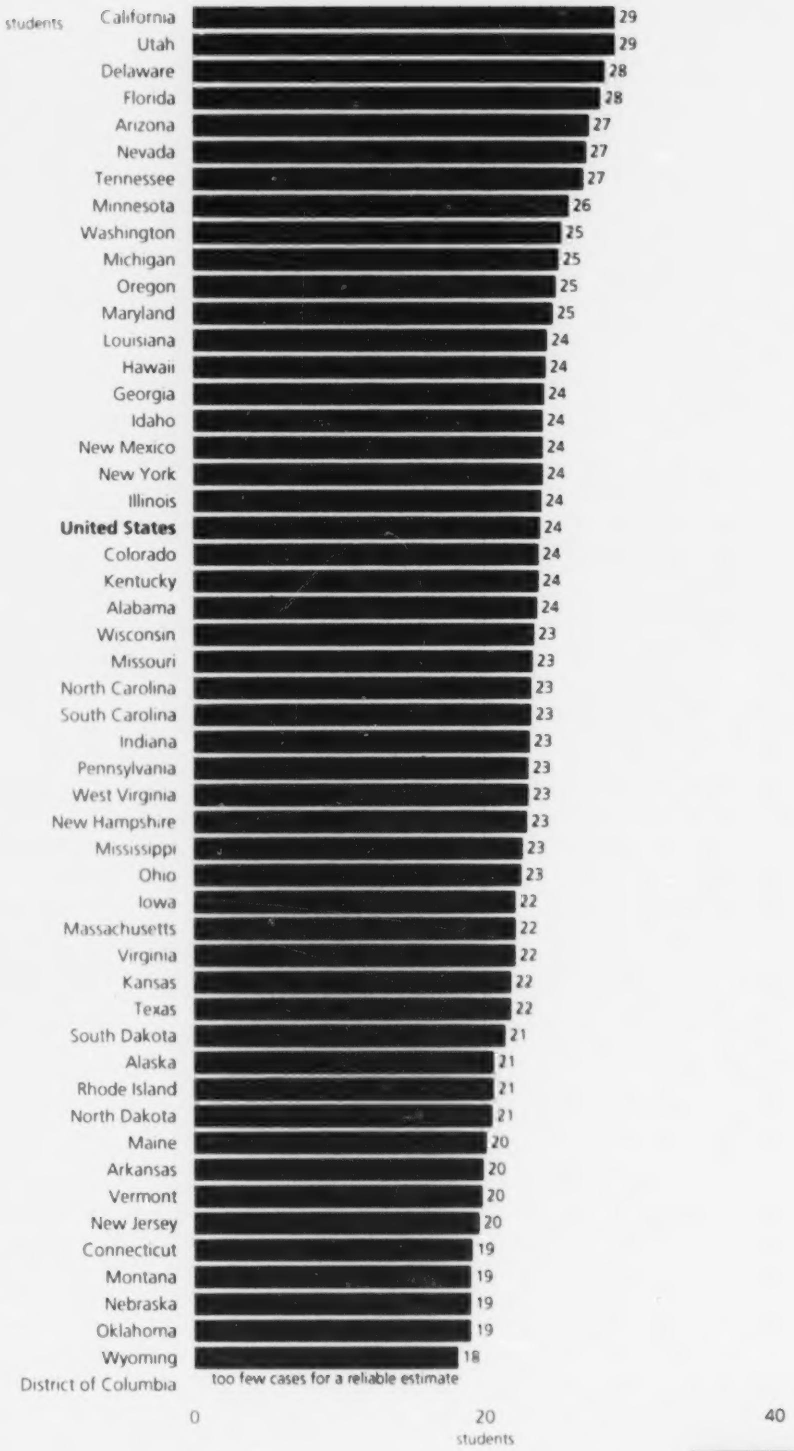
	[illegible]	[illegible]	[illegible]	[illegible]
United States	23.8	21.5	23.8	20.1
Alabama	23.6	17.3	23.6	22.2
Alaska	20.6	15.8	21.6	—
Arizona	27.2	43.4	26.9	44.0
Arkansas	19.9	5.3	21.2	9.0
California	29.0	59.2	28.8	53.6
Colorado	23.7	15.6	25.8	31.7
Connecticut	19.1	2.1	19.9	—
Delaware	28.3	—	—	—
District of Columbia	—	—	—	—
Florida	28.0	57.6	26.7	47.5
Georgia	24.1	15.4	24.1	23.1
Hawaii	24.2	—	23.0	—
Idaho	24.0	19.0	25.2	25.0
Illinois	23.9	18.5	23.6	13.8
Indiana	23.1	16.1	24.2	12.8
Iowa	22.1	9.3	23.1	22.2
Kansas	21.8	16.3	21.5	13.1
Kentucky	23.7	21.8	26.1	40.8
Louisiana	24.3	26.9	24.6	19.8
Maine	20.1	2.3	19.3	—
Maryland	24.7	35.6	23.2	12.9
Massachusetts	22.1	16.9	20.8	10.7
Michigan	25.1	21.7	24.2	16.5
Minnesota	25.8	23.4	28.1	46.1
Mississippi	22.6	21.0	23.3	13.1
Missouri	23.3	16.3	24.5	—
Montana	19.0	5.9	21.8	10.0
Nebraska	19.0	9.6	17.2	1.5
Nevada	27.0	—	26.1	—
New Hampshire	22.9	—	21.7	0.0
New Jersey	19.6	1.7	20.5	—
New Mexico	24.0	22.0	25.1	25.5
New York	24.0	23.8	22.5	18.5
North Carolina	23.2	5.0	23.3	8.4
North Dakota	20.5	5.1	19.8	2.0
Ohio	22.5	12.1	24.0	20.5
Oklahoma	19.0	6.0	21.9	13.8
Oregon	24.9	19.6	25.5	26.2
Pennsylvania	23.0	17.7	24.1	—
Rhode Island	20.6	—	24.3	—
South Carolina	23.2	12.6	23.1	12.3
South Dakota	21.4	11.4	22.4	17.6
Tennessee	26.8	33.7	25.5	27.8
Texas	21.8	14.7	23.2	13.6
Utah	29.0	54.2	29.0	56.0
Vermont	19.8	—	19.8	0.0
Virginia	22.1	2.3	22.9	10.6
Washington	25.3	26.1	26.2	30.8
West Virginia	23.0	20.6	22.4	11.6
Wisconsin	23.4	10.5	23.6	12.6
Wyoming	18.1	3.2	22.1	—

Note: *Science* classes include general science, chemistry, physics, geology/earth science/space science, and other physical sciences.

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

**Figure 4.3
Grades 7-12 Science
Class Size,
by State: 1993-94**



Note: *Science* classes include general science, chemistry, physics, geology/earth science/space science, and other physical sciences.

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table 4.3
Grades 7-12 Mathematics Class Size, and Percentage of Classes with 30 or More Students, by State: 1993-94

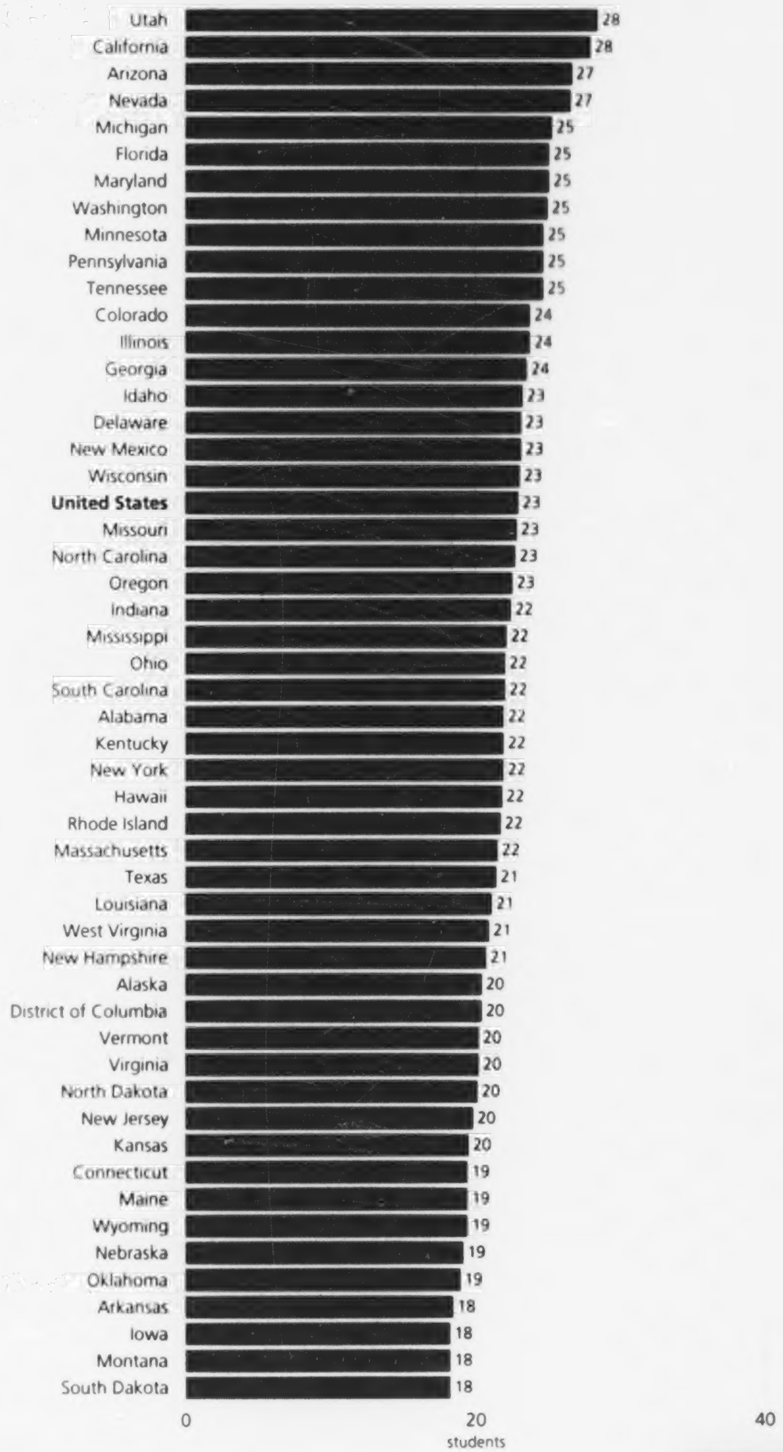
United States	22.3	18.0	22.9	19.3
Alabama	22.3	19.6	21.9	14.0
Alaska	19.2	—	20.4	15.1
Arizona	23.2	15.7	26.6	36.7
Arkansas	18.8	0.0	18.4	3.0
California	28.4	47.7	27.9	53.4
Colorado	21.3	22.9	23.7	20.7
Connecticut	23.3	—	19.4	2.9
Delaware	—	—	23.1	—
District of Columbia	—	—	20.4	—
Florida	23.6	—	25.0	35.1
Georgia	23.7	—	23.5	21.6
Hawaii	—	—	21.8	29.3
Idaho	19.3	12.3	23.2	16.6
Illinois	25.2	—	23.7	16.2
Indiana	21.9	14.2	22.4	10.9
Iowa	17.0	—	18.2	8.3
Kansas	21.0	—	19.5	8.4
Kentucky	22.5	—	21.9	11.8
Louisiana	19.4	12.8	21.1	10.6
Maine	18.3	3.4	19.4	4.2
Maryland	24.0	—	25.0	33.1
Massachusetts	20.1	8.6	21.5	8.3
Michigan	23.8	—	25.2	20.1
Minnesota	22.8	23.2	24.6	20.5
Mississippi	22.2	—	22.1	11.6
Missouri	19.7	7.1	22.8	13.3
Montana	16.8	0.7	18.2	6.7
Nebraska	19.2	—	19.1	6.2
Nevada	23.7	—	26.5	38.0
New Hampshire	21.2	—	20.7	6.8
New Jersey	18.3	—	19.8	5.3
New Mexico	23.4	—	23.1	22.7
New York	21.4	17.0	21.9	21.6
North Carolina	23.0	—	22.7	10.1
North Dakota	17.5	2.5	20.1	5.9
Ohio	23.2	—	22.0	13.2
Oklahoma	16.4	2.4	18.9	5.1
Oregon	22.1	28.0	22.5	18.6
Pennsylvania	22.9	—	24.6	23.0
Rhode Island	—	—	21.7	—
South Carolina	17.4	—	22.0	11.2
South Dakota	17.6	2.6	18.2	4.5
Tennessee	22.6	—	24.6	29.4
Texas	21.4	13.7	21.4	12.4
Utah	27.3	—	28.4	51.9
Vermont	—	—	20.2	—
Virginia	19.7	—	20.2	5.9
Washington	25.6	35.6	24.9	24.2
West Virginia	21.8	—	20.9	12.3
Wisconsin	21.7	—	23.0	14.8
Wyoming	18.2	—	19.4	4.0

Note: *Mathematics* classes includes courses in general and business math, elementary and intermediate algebra, and geometry. *Advanced Mathematics* is any course beyond Geometry, e.g., advanced algebra, trigonometry, analytic geometry, probability/statistics, or calculus.

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 4.4
Grades 7-12 Mathematics Class Size, by State



Note: Mathematics classes includes courses in general and business math, elementary and intermediate algebra, and geometry.

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

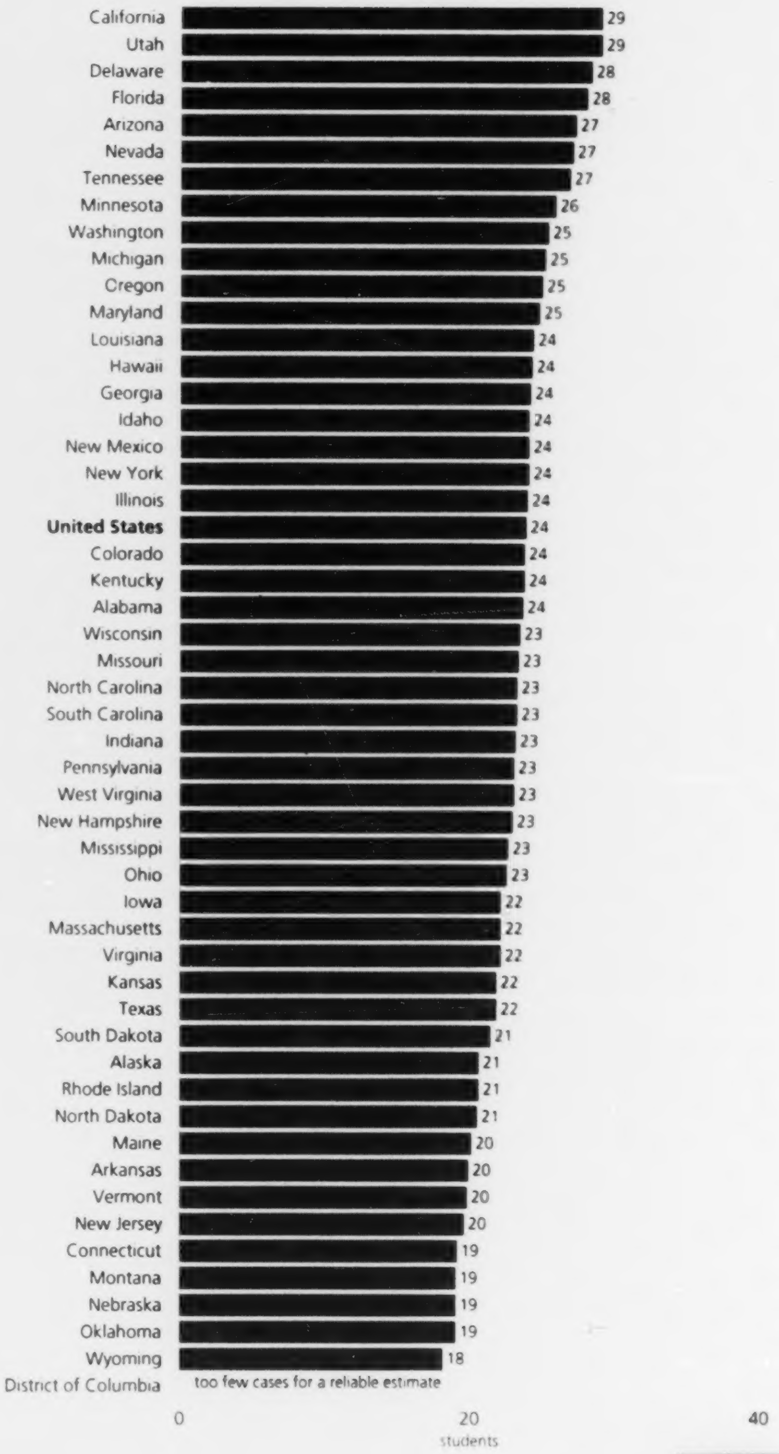
Table 4.4 Grades 7-12 Vocational Education and English Class Size, and Percentage of Classes with 30 or More Students, by State: 1993-94

United States	23.8	21.5	23.8	20.1
Alabama	23.6	17.3	23.6	22.2
Alaska	20.6	15.8	21.6	—
Arizona	27.2	43.4	26.9	44.0
Arkansas	19.9	5.3	21.2	9.0
California	29.0	59.2	28.8	53.6
Colorado	23.7	15.6	25.8	31.7
Connecticut	19.1	2.1	19.9	—
Delaware	28.3	—	—	—
District of Columbia	—	—	—	—
Florida	28.0	57.6	26.7	47.5
Georgia	24.1	15.4	24.1	23.1
Hawaii	24.2	—	23.0	—
Idaho	24.0	19.0	25.2	25.0
Illinois	23.9	18.5	23.6	13.8
Indiana	23.1	16.1	24.2	12.8
Iowa	22.1	9.3	23.1	22.2
Kansas	21.8	16.3	21.5	13.1
Kentucky	23.7	21.8	26.1	40.8
Louisiana	24.3	26.9	24.6	19.8
Maine	20.1	2.3	19.3	—
Maryland	24.7	35.6	23.2	12.9
Massachusetts	22.1	16.9	20.8	10.7
Michigan	25.1	21.7	24.2	16.5
Minnesota	25.8	23.4	28.1	46.1
Mississippi	22.6	21.0	23.3	13.1
Missouri	23.3	16.3	24.5	—
Montana	19.0	5.9	21.8	10.0
Nebraska	19.0	9.6	17.2	1.5
Nevada	27.0	—	26.1	—
New Hampshire	22.9	—	21.7	0.0
New Jersey	19.6	1.7	20.5	—
New Mexico	24.0	22.0	25.1	25.5
New York	24.0	23.8	22.5	18.5
North Carolina	23.2	5.0	23.3	8.4
North Dakota	20.5	5.1	19.8	2.0
Ohio	22.5	12.1	24.0	20.5
Oklahoma	19.0	6.0	21.9	13.8
Oregon	24.9	19.6	25.5	26.2
Pennsylvania	23.0	17.7	24.1	—
Rhode Island	20.6	—	24.3	—
South Carolina	23.2	12.6	23.1	12.3
South Dakota	21.4	11.4	22.4	17.6
Tennessee	26.8	33.7	25.5	27.8
Texas	21.8	14.7	23.2	13.6
Utah	29.0	54.2	29.0	56.0
Vermont	19.8	—	19.8	0.0
Virginia	22.1	2.3	22.9	10.6
Washington	25.3	26.1	26.2	30.8
West Virginia	23.0	20.6	22.4	11.6
Wisconsin	23.4	10.5	23.6	12.6
Wyoming	18.1	3.2	22.1	—

— too few cases for a reliable estimate

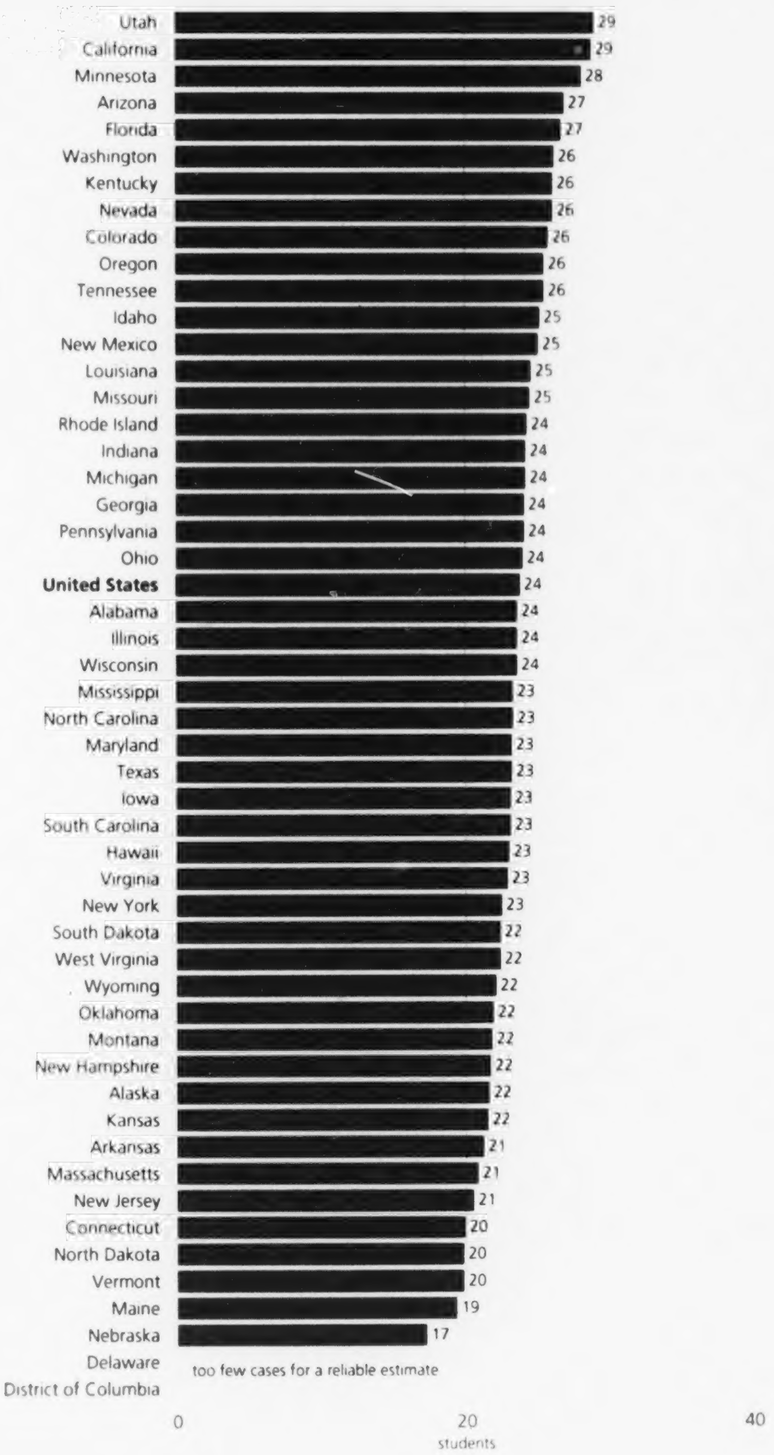
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 4.5 Grades 7-12 Vocational Education Class Size, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 4.6
Grades 7-12
English Class Size,
by State: 1993-94



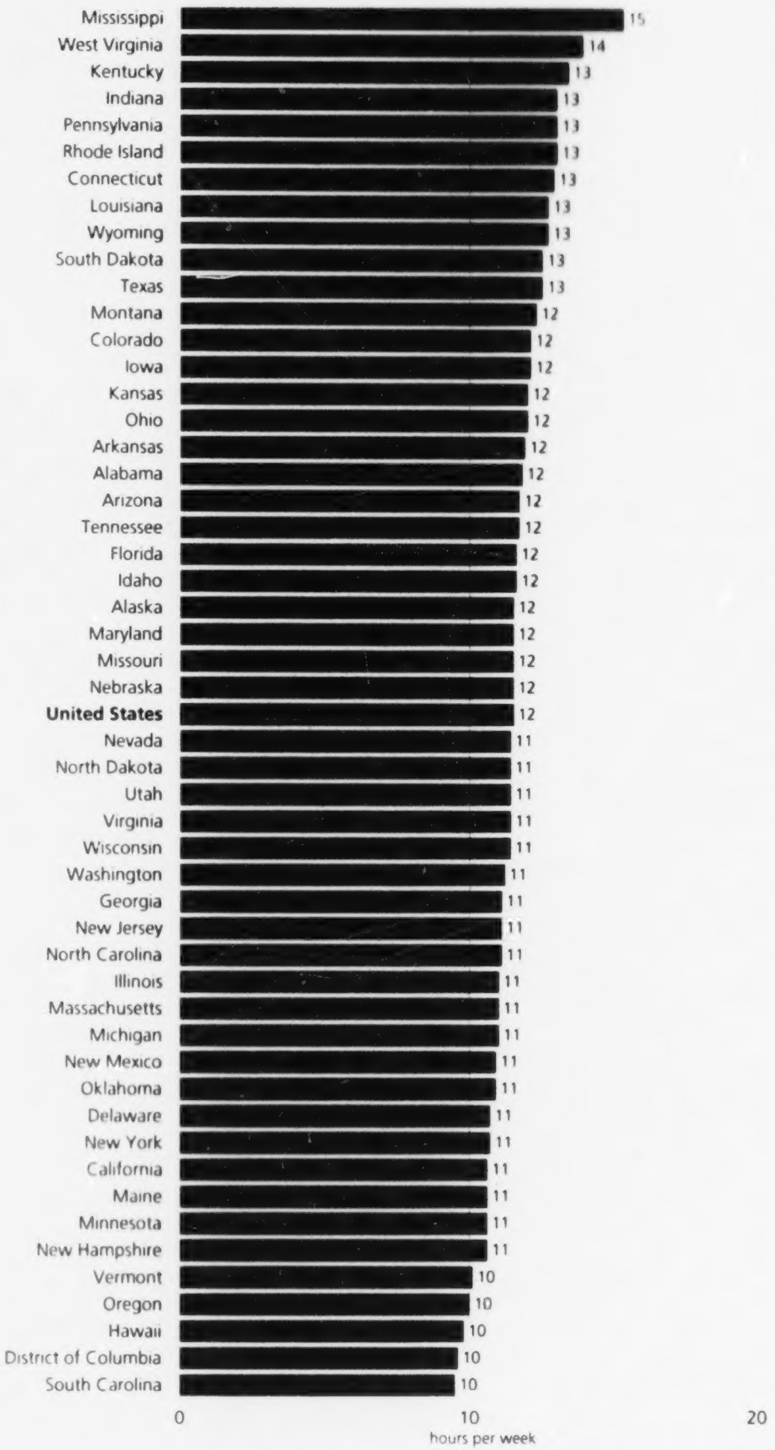
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table 4.5
Average Hours Per Week that Grades 1-3 Public School Teachers in Self-Contained Classes Spent Teaching Core Subjects, by State: 1993-94

United States	11.5	5.3	2.9	2.9	22.6
Alabama	11.8	5.1	3.0	3.1	23.0
Alaska	11.5	5.2	2.9	3.0	22.6
Arizona	11.7	5.2	2.6	2.6	22.2
Arkansas	11.9	4.9	2.8	2.7	22.3
California	10.6	5.3	3.3	3.0	22.2
Colorado	12.1	5.3	3.2	2.6	23.2
Connecticut	12.9	5.2	2.7	2.5	23.2
Delaware	10.7	4.4	2.5	1.9	19.6
District of Columbia	9.6	6.0	3.8	3.4	22.7
Florida	11.6	5.8	3.7	3.6	24.8
Georgia	11.1	6.1	3.6	3.2	24.0
Hawaii	9.8	5.1	2.9	2.6	20.4
Idaho	11.6	5.5	2.6	2.5	22.2
Illinois	11.0	4.8	2.5	2.4	20.6
Indiana	13.0	5.5	3.0	3.2	24.6
Iowa	12.1	4.6	2.7	2.3	21.6
Kansas	12.0	5.3	2.5	2.7	22.5
Kentucky	13.4	6.0	3.5	3.3	26.1
Louisiana	12.7	5.4	3.2	2.7	23.9
Maine	10.6	5.0	3.2	3.1	22.0
Maryland	11.5	5.4	2.6	3.1	22.6
Massachusetts	11.0	5.2	2.5	2.6	21.3
Michigan	11.0	5.0	2.5	3.8	22.3
Minnesota	10.6	4.8	2.7	2.5	20.6
Mississippi	15.3	5.5	3.0	3.0	26.8
Missouri	11.5	5.2	2.6	2.9	22.2
Montana	12.3	5.6	2.9	2.5	23.4
Nebraska	11.5	4.6	2.7	2.6	21.5
Nevada	11.4	5.9	3.2	2.8	23.4
New Hampshire	10.6	5.2	2.6	2.5	20.9
New Jersey	11.1	5.6	2.7	2.7	22.1
New Mexico	10.9	5.4	2.9	2.8	22.1
New York	10.7	5.9	3.0	3.2	22.7
North Carolina	11.1	5.1	3.2	3.7	23.0
North Dakota	11.4	4.5	2.5	2.6	21.0
Ohio	12.0	4.8	2.1	2.9	21.8
Oklahoma	10.9	5.0	2.2	2.5	20.7
Oregon	10.0	5.0	3.2	2.7	20.8
Pennsylvania	13.0	5.2	2.8	2.8	23.8
Rhode Island	13.0	4.9	2.2	2.1	22.2
South Carolina	9.5	4.9	2.6	3.0	20.0
South Dakota	12.5	5.2	2.4	2.5	22.5
Tennessee	11.7	5.5	2.7	2.9	22.8
Texas	12.5	5.4	2.9	2.6	23.5
Utah	11.4	5.7	2.5	2.0	21.6
Vermont	10.1	4.9	2.9	2.6	20.6
Virginia	11.4	5.0	2.8	2.8	22.0
Washington	11.2	5.2	3.5	2.5	22.5
West Virginia	13.9	5.5	2.6	2.4	24.3
Wisconsin	11.4	4.7	2.7	2.8	21.6
Wyoming	12.7	4.9	2.3	2.4	22.3

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 4.7
Average Hours Per Week that Grades 1-3 Public School Teachers in Self-Contained Classes Spent Teaching English/Reading/ Language Arts, by State



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table 4.6
Average Hours Per Week that Grades 4-6 Public School Teachers in Self-Contained Classes Spent Teaching Core Subjects, by State: 1993-94

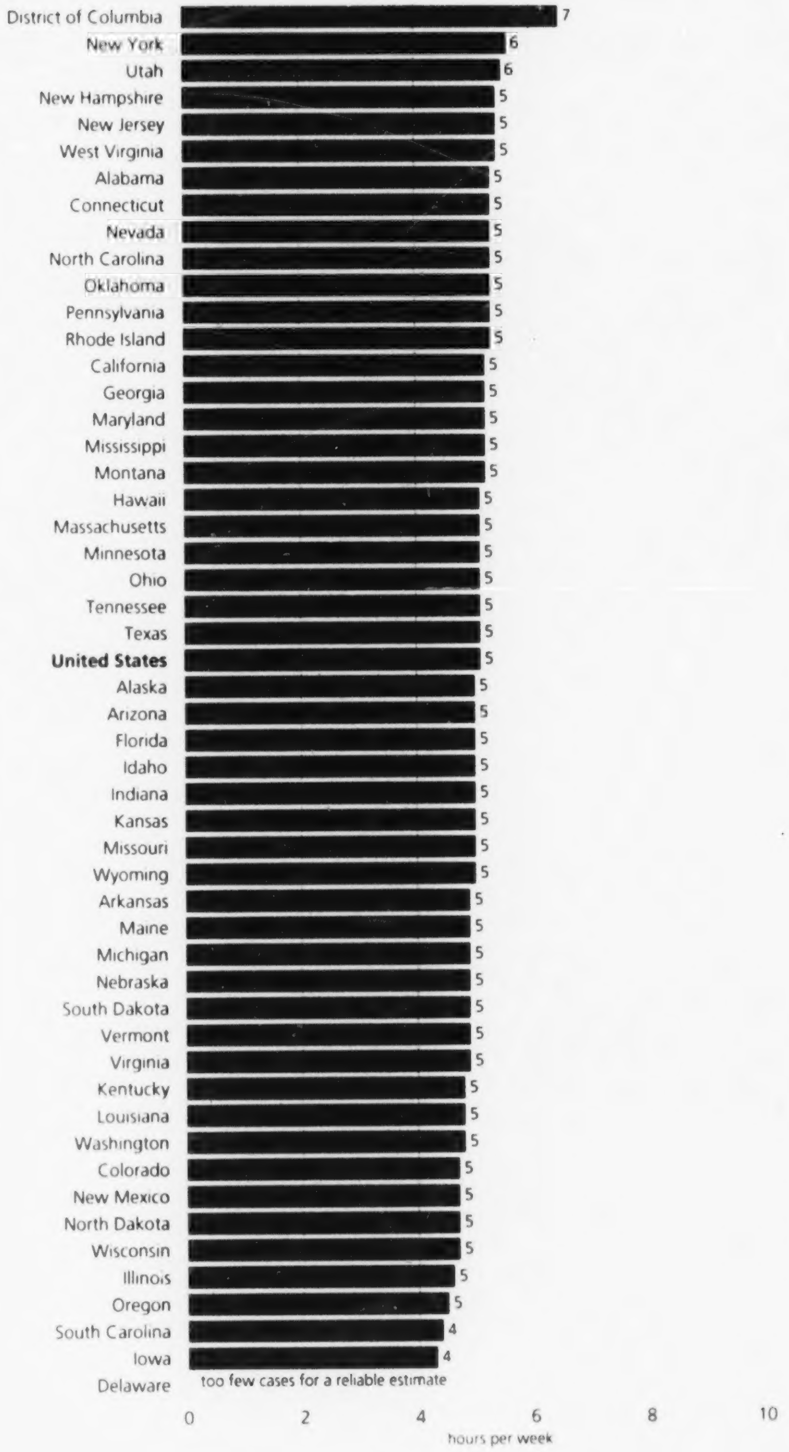
[redacted]

United States	9.3	5.1	3.8	3.5	21.7
Alabama	9.6	5.3	4.7	4.1	23.6
Alaska	8.3	5.0	3.3	2.9	19.6
Arizona	9.2	5.0	3.4	2.8	20.4
Arkansas	8.8	4.9	3.7	3.8	21.2
California	9.3	5.2	4.6	3.2	22.2
Colorado	10.4	4.7	3.8	3.7	22.6
Connecticut	9.6	5.3	3.2	3.2	21.3
Delaware	7.6	—	3.6	3.6	23.2
District of Columbia	9.1	6.5	3.6	3.9	23.1
Florida	9.6	5.0	3.3	3.1	20.9
Georgia	9.9	5.2	3.8	3.9	22.8
Hawaii	9.1	5.1	3.3	2.6	20.1
Idaho	9.3	5.0	3.7	3.1	21.0
Illinois	8.6	4.6	3.5	3.7	20.4
Indiana	9.9	5.0	3.9	3.7	22.4
Iowa	9.5	4.3	3.8	3.6	21.3
Kansas	9.3	5.0	3.7	2.8	20.7
Kentucky	9.1	4.8	3.8	3.7	21.5
Louisiana	9.8	4.8	4.3	4.3	23.1
Maine	9.0	4.9	3.5	3.3	20.6
Maryland	10.5	5.2	3.3	2.5	21.4
Massachusetts	9.3	5.1	3.7	3.2	21.3
Michigan	8.1	4.9	3.4	3.3	19.7
Minnesota	8.2	5.1	3.2	3.2	19.6
Mississippi	9.6	5.2	3.7	3.8	22.2
Missouri	8.5	5.0	4.6	4.3	22.4
Montana	9.2	5.2	4.0	3.6	22.1
Nebraska	8.4	4.9	3.7	3.2	20.2
Nevada	9.7	5.3	2.8	2.9	20.8
New Hampshire	9.4	5.4	3.3	3.1	21.1
New Jersey	8.4	5.4	3.0	3.8	20.5
New Mexico	10.0	4.7	3.3	3.1	21.1
New York	9.5	5.6	4.1	4.3	23.5
North Carolina	8.1	5.3	4.4	3.9	21.7
North Dakota	9.0	4.7	4.0	3.8	21.6
Ohio	9.4	5.1	3.9	3.4	21.9
Oklahoma	9.6	5.3	3.8	3.8	22.5
Oregon	9.4	4.5	3.3	2.7	19.9
Pennsylvania	9.5	5.3	3.9	3.7	22.4
Rhode Island	10.9	5.3	3.6	2.8	22.5
South Carolina	7.9	4.4	3.7	3.4	19.4
South Dakota	9.7	4.9	4.1	3.6	22.4
Tennessee	9.7	5.1	3.9	4.3	23.0
Texas	10.6	5.1	3.5	4.0	23.2
Utah	8.5	5.5	3.5	3.3	20.8
Vermont	9.1	4.9	3.6	3.6	21.2
Virginia	9.7	4.9	2.9	3.6	21.1
Washington	8.3	4.8	3.3	2.6	19.1
West Virginia	10.2	5.4	3.8	3.7	23.2
Wisconsin	9.3	4.7	4.0	3.1	21.1
Wyoming	9.0	5.0	3.3	3.0	20.3

— too few cases for a reliable estimate

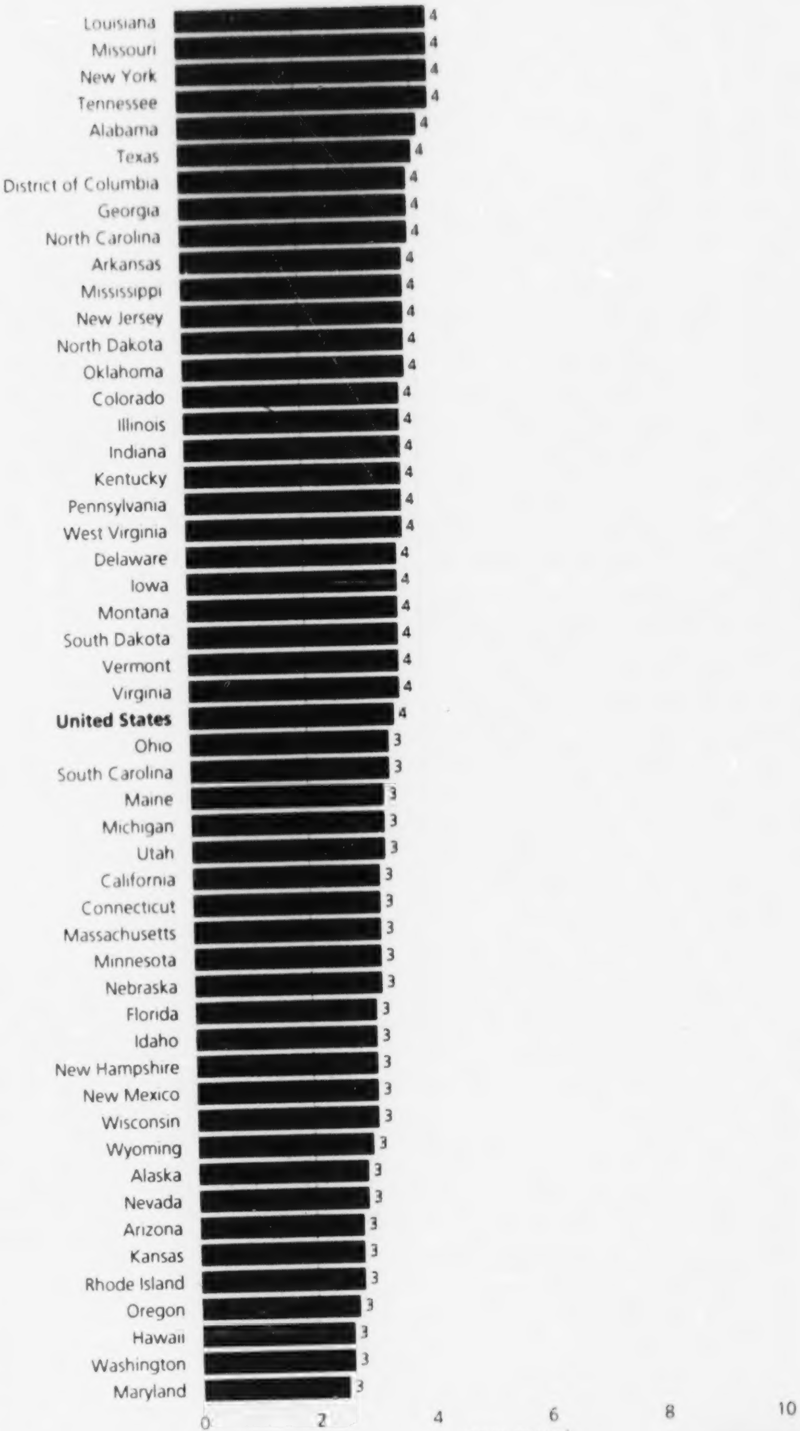
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 4.8
Average Hours Per Week that Grades 4-6 Public School Teachers in Self-Contained Classes Spent Teaching Arithmetic/Mathematics, by State



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 4.9 Average Hours Per Week that Grades 4-6 Public School Teachers in Self-Contained Classes Spent Teaching Science, by State



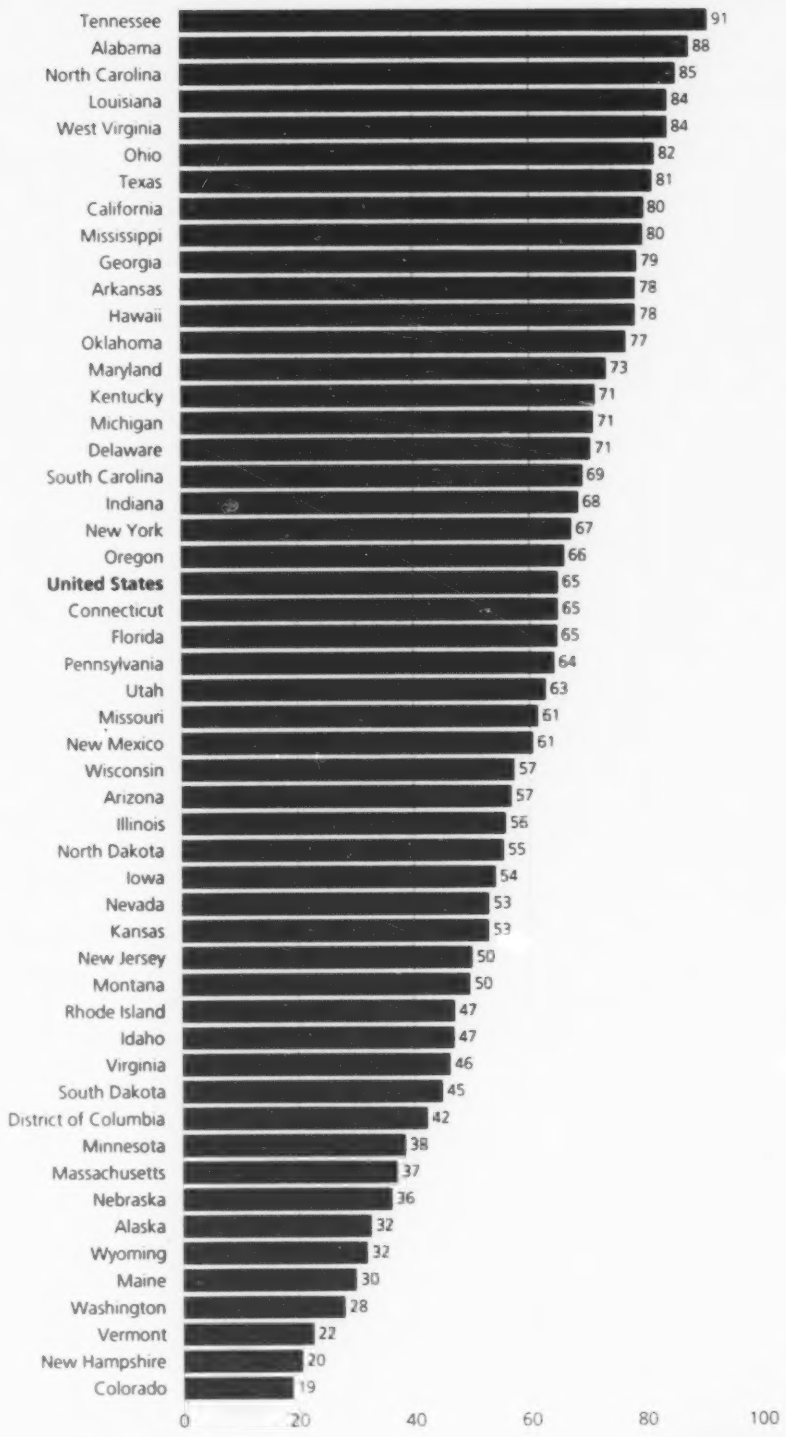
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table 4.7 Percentage of Public Schools Principals who Thought Various Groups Had a Great Deal of Influence on Establishing the School Curriculum, by State: 1993-94

	State Department of Education	School Board	Principals	Teachers	Parents
United States	64.9	39.6	53.9	61.5	9.3
Alabama	87.7	40.3	40.3	34.8	7.2
Alaska	32.4	58.9	59.2	70.2	19.4
Arizona	56.7	44.0	52.3	61.8	11.0
Arkansas	78.3	33.4	48.6	46.0	8.3
California	79.7	38.6	60.3	67.4	8.0
Colorado	18.7	51.6	64.6	79.7	15.4
Connecticut	64.9	48.6	62.0	62.7	8.3
Delaware	70.5	35.9	44.7	58.4	4.8
District of Columbia	42.1	65.2	41.5	34.3	21.5
Florida	64.7	63.7	53.9	51.7	16.9
Georgia	78.6	42.2	36.6	45.1	6.7
Hawaii	78.3	53.5	71.2	75.7	10.3
Idaho	46.8	34.4	57.0	73.0	10.5
Illinois	55.8	45.6	64.4	71.5	9.2
Indiana	68.4	33.2	56.3	65.1	7.0
Iowa	54.0	38.9	62.2	77.9	9.9
Kansas	52.8	46.2	63.6	73.7	3.7
Kentucky	71.3	17.5	51.6	66.8	16.2
Louisiana	83.9	47.9	41.5	32.7	7.7
Maine	29.8	33.1	67.9	89.2	6.1
Maryland	73.2	57.5	26.6	33.0	10.9
Massachusetts	36.9	37.9	71.3	66.8	7.6
Michigan	71.0	38.7	52.2	60.8	8.4
Minnesota	38.3	47.7	61.0	85.4	13.7
Mississippi	79.6	41.2	55.2	56.5	9.2
Missouri	61.4	37.8	57.9	73.7	8.3
Montana	49.5	42.4	62.7	81.1	7.0
Nebraska	36.0	34.9	58.8	77.6	7.5
Nevada	52.8	51.5	54.0	56.3	12.5
New Hampshire	20.5	45.8	72.0	83.1	14.4
New Jersey	49.9	37.0	67.2	69.5	12.7
New Mexico	60.5	41.6	65.7	77.3	17.4
New York	67.2	24.9	60.0	64.4	7.9
North Carolina	85.4	33.8	41.3	35.7	8.2
North Dakota	55.4	35.9	61.9	71.0	9.4
Ohio	81.6	25.0	40.2	46.9	5.6
Oklahoma	76.6	35.5	52.8	58.2	14.0
Oregon	66.0	35.3	49.5	68.4	5.2
Pennsylvania	64.2	48.7	54.0	60.8	15.4
Rhode Island	46.9	40.1	44.3	56.6	5.7
South Carolina	69.2	38.0	62.3	63.6	12.4
South Dakota	44.7	29.8	61.8	72.2	8.1
Tennessee	91.0	38.5	34.0	28.6	6.1
Texas	81.3	39.6	46.9	53.2	9.1
Utah	62.7	33.6	48.6	69.3	9.9
Vermont	22.4	19.7	64.3	81.2	7.4
Virginia	46.1	60.9	49.9	54.9	9.1
Washington	27.8	32.7	52.7	78.5	8.7
West Virginia	83.9	33.6	38.4	39.6	5.2
Wisconsin	57.2	37.5	46.8	70.7	3.5
Wyoming	31.7	40.1	55.3	76.7	6.0

Source U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Principal Questionnaire)

Figure 4.10 Percentage of Public School Principals Who Thought State Department of Education Had a Great Deal of Influence on Establishing the School Curriculum, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Principal Questionnaire)

Table 4.8 Percentage of Principals in Public Schools With Fewer Than 300 Students Who Thought Various Groups Had a Great Deal of Influence on Establishing the School Curriculum, by State: 1993-94

United States	60.2	35.6	58.1	65.3	8.0
Alabama	100.0	—	—	—	—
Alaska	34.8	61.3	59.6	63.8	16.5
Arizona	—	—	78.0	—	—
Arkansas	74.7	23.5	35.7	36.3	6.9
California	69.2	34.0	72.4	86.9	6.1
Colorado	17.2	40.9	84.6	89.8	14.8
Connecticut	71.3	39.2	69.8	53.7	—
Delaware	—	—	—	—	—
District of Columbia	—	—	—	—	—
Florida	56.0	47.5	65.4	71.5	24.5
Georgia	—	—	—	—	—
Hawaii	—	—	—	—	—
Idaho	59.8	24.3	57.7	79.6	10.0
Illinois	57.7	45.0	61.9	68.9	5.8
Indiana	69.6	—	—	—	—
Iowa	58.7	41.0	64.2	78.9	9.0
Kansas	47.1	51.3	71.9	76.6	4.1
Kentucky	—	—	—	71.5	—
Louisiana	85.6	46.7	39.6	27.9	15.8
Maine	29.1	29.3	68.6	86.5	5.4
Maryland	—	—	—	—	—
Massachusetts	31.7	29.2	75.5	70.3	7.0
Michigan	89.4	34.8	60.9	61.1	14.7
Minnesota	43.6	42.8	77.2	87.2	16.6
Mississippi	75.8	—	52.0	—	—
Missouri	72.6	35.6	62.9	76.4	8.9
Montana	55.5	40.4	66.1	79.2	8.7
Nebraska	39.4	32.1	59.2	75.6	5.9
Nevada	—	53.7	74.2	86.3	—
New Hampshire	20.6	37.4	62.5	82.9	18.3
New Jersey	50.2	34.8	66.2	80.9	19.5
New Mexico	63.5	50.9	80.0	80.8	25.3
New York	55.6	8.1	58.3	52.2	3.8
North Carolina	84.9	—	—	—	—
North Dakota	62.7	35.9	59.6	67.4	10.5
Ohio	91.2	—	—	—	—
Oklahoma	80.5	30.6	52.6	55.2	10.6
Oregon	71.9	37.3	43.9	68.8	2.4
Pennsylvania	—	—	—	—	—
Rhode Island	—	—	46.3	56.8	—
South Carolina	70.4	—	—	—	—
South Dakota	46.7	27.8	61.1	67.4	6.6
Tennessee	91.2	—	—	—	0.0
Texas	72.9	34.6	44.8	46.9	4.4
Utah	51.4	—	—	68.5	0.0
Vermont	15.0	15.4	74.0	80.8	8.4
Virginia	—	—	—	—	0.0
Washington	16.7	21.7	53.5	82.8	11.5
West Virginia	80.3	35.5	36.2	38.5	2.9
Wisconsin	65.7	22.2	36.9	60.4	0.8
Wyoming	35.3	40.7	55.7	74.1	5.2

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Principal Questionnaire)

Table 4.9
Percentage of Principals in Public Schools With 300 to 600 Students Who Thought Various Groups Had a Great Deal of Influence on Establishing the School Curriculum, by State: 1993-94

United States	65.2	39.9	52.4	60.3	9.9
Alabama	88.9	40.9	46.7	41.2	6.0
Alaska	28.6	54.9	62.6	83.9	26.3
Arizona	53.8	39.4	45.6	59.9	8.0
Arkansas	79.2	33.8	52.8	50.9	7.4
California	81.0	36.8	60.6	63.0	6.3
Colorado	23.1	56.5	57.4	76.0	9.6
Connecticut	67.3	48.3	63.8	65.0	10.9
Delaware	77.4	—	30.1	47.5	0.0
District of Columbia	48.2	76.9	31.5	25.1	14.3
Florida	54.3	70.4	50.8	42.2	13.2
Georgia	82.8	52.6	31.2	30.6	8.8
Hawaii	71.8	47.9	76.3	80.2	—
Idaho	37.8	36.7	54.3	63.0	8.1
Illinois	52.4	48.1	66.6	75.7	13.4
Indiana	68.4	37.2	57.9	66.6	7.8
Iowa	41.1	31.7	61.0	78.3	12.2
Kansas	64.5	41.1	46.5	64.9	2.4
Kentucky	74.4	11.2	54.2	66.2	19.8
Louisiana	85.4	50.5	46.5	31.8	9.3
Maine	30.1	38.3	67.8	96.1	8.4
Maryland	71.1	65.4	25.0	25.5	15.5
Massachusetts	49.3	37.0	68.7	63.6	5.7
Michigan	64.7	32.9	44.8	59.4	8.4
Minnesota	37.9	46.4	49.3	80.8	10.6
Mississippi	80.9	50.8	55.0	51.2	8.5
Missouri	53.3	46.2	55.1	74.5	5.0
Montana	41.1	47.1	52.9	86.7	4.4
Nebraska	—	53.6	62.9	89.8	—
Nevada	54.9	48.3	51.7	54.0	11.8
New Hampshire	18.6	49.4	78.1	84.9	10.7
New Jersey	41.6	36.8	65.2	64.5	14.5
New Mexico	59.2	37.0	60.8	77.2	13.7
New York	60.7	27.3	65.1	73.4	7.1
North Carolina	83.7	24.1	32.7	31.7	6.5
North Dakota	38.3	34.2	71.5	85.6	10.6
Ohio	81.4	24.2	42.9	49.4	8.2
Oklahoma	70.6	44.4	56.5	67.0	22.6
Oregon	62.5	33.9	48.8	63.6	9.4
Pennsylvania	74.1	50.1	39.7	62.4	20.0
Rhode Island	55.4	47.7	35.0	63.3	5.7
South Carolina	81.3	33.5	65.2	66.9	16.5
South Dakota	32.8	30.7	64.1	87.9	11.7
Tennessee	94.3	45.2	32.3	21.9	7.7
Texas	82.6	39.4	49.3	54.3	9.9
Utah	60.1	36.0	51.5	71.5	16.1
Vermont	32.9	25.4	53.1	82.8	5.3
Virginia	41.6	63.3	46.0	50.0	15.2
Washington	34.2	37.0	55.9	74.7	6.3
West Virginia	91.9	34.1	46.8	44.5	7.8
Wisconsin	56.8	42.4	53.1	77.4	6.0
Wyoming	23.4	35.3	51.0	78.6	7.9

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Principal Questionnaire)

Table 4.10 Percentage of Principals in Public Schools With 600 or More Students Who Thought Various Groups Had a Great Deal of Influence on Establishing the School Curriculum, by State: 1993-94

United States	68.8	42.3	51.9	58.8	10.2
Alabama	81.7	37.1	33.4	24.0	4.8
Alaska	—	52.3	59.4	82.8	31.0
Arizona	56.1	46.2	47.3	63.2	17.9
Arkansas	85.2	39.9	63.0	60.5	15.2
California	85.8	40.9	55.8	60.0	11.2
Colorado	8.9	54.7	55.1	74.0	32.2
Connecticut	56.9	53.2	54.4	65.6	6.4
Delaware	76.6	39.4	45.1	62.8	7.0
District of Columbia	—	—	—	—	—
Florida	69.5	63.2	54.3	53.8	15.8
Georgia	77.1	36.0	42.8	57.1	6.0
Hawaii	82.9	56.8	66.8	72.9	10.0
Idaho	40.1	44.8	58.7	75.4	12.0
Illinois	57.2	48.3	72.1	74.0	8.9
Indiana	64.5	36.4	61.7	75.4	4.8
Iowa	56.2	—	54.0	69.0	—
Kansas	46.5	44.3	61.1	85.0	7.9
Kentucky	71.6	20.9	41.0	62.9	12.2
Louisiana	87.8	35.6	34.6	34.3	2.8
Maine	—	44.7	60.3	85.2	—
Maryland	74.4	51.1	21.3	37.2	10.6
Massachusetts	29.8	51.1	70.7	68.4	7.9
Michigan	68.8	56.6	58.2	57.7	3.3
Minnesota	35.0	53.7	55.1	91.4	16.0
Mississippi	78.9	36.2	57.3	63.3	9.4
Missouri	49.4	31.2	47.4	65.9	13.7
Montana	—	—	49.2	78.8	0.0
Nebraska	—	—	51.7	77.5	—
Nevada	56.9	56.9	48.4	44.7	7.5
New Hampshire	22.7	57.3	79.7	80.6	11.4
New Jersey	51.6	43.4	64.8	60.0	6.9
New Mexico	51.0	34.7	59.2	82.3	15.0
New York	77.0	27.9	60.1	57.4	11.4
North Carolina	86.1	39.6	41.3	34.8	8.9
North Dakota	—	47.7	71.6	74.5	0.0
Ohio	71.2	17.8	39.4	49.6	5.2
Oklahoma	77.9	46.8	44.1	59.3	8.7
Oregon	58.6	30.2	63.6	83.0	[illegible]
Pennsylvania	62.9	46.3	61.2	60.1	13.8
Rhode Island	38.4	32.3	50.0	41.6	—
South Carolina	55.4	43.7	53.3	67.2	12.7
South Dakota	39.1	—	60.8	83.6	—
Tennessee	84.9	36.0	40.0	37.8	8.0
Texas	86.2	41.2	45.6	53.8	10.6
Utah	70.0	40.5	48.8	66.7	9.0
Vermont	—	—	—	—	—
Virginia	51.9	61.8	47.1	57.1	7.0
Washington	24.2	32.5	50.3	79.0	10.8
West Virginia	88.0	29.0	30.3	26.9	7.1
Wisconsin	50.2	61.2	46.3	77.5	4.5
Wyoming	33.0	48.8	59.4	91.8	—

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Principal Questionnaire)

Table 4.11 Percentage of Public Schools Principals Who Thought Various Groups Had a Great Deal of Influence on Hiring Full-Time Teachers, by State: 1993-94

United States	38.4	84.6	33.1	5.2
Alabama	60.3	82.7	7.1	2.0
Alaska	36.3	79.4	26.0	14.5
Arizona	27.8	91.3	55.1	8.7
Arkansas	62.2	74.8	17.7	1.9
California	28.0	85.0	50.6	8.9
Colorado	28.8	95.4	79.1	22.0
Connecticut	39.8	80.9	34.5	6.2
Delaware	44.4	89.8	30.2	6.0
District of Columbia	26.1	61.4	11.6	9.4
Florida	31.5	88.4	32.0	2.9
Georgia	39.1	83.5	18.5	1.1
Hawaii	4.9	94.7	28.8	6.0
Idaho	40.5	94.9	41.3	3.6
Illinois	37.9	85.6	26.3	2.7
Indiana	35.4	83.8	25.3	2.7
Iowa	30.2	95.4	33.9	6.5
Kansas	42.9	88.3	27.3	2.0
Kentucky	12.7	79.1	46.1	18.6
Louisiana	53.3	77.4	7.3	1.9
Maine	46.1	94.7	49.3	5.4
Maryland	24.1	75.1	13.2	4.2
Massachusetts	21.1	86.0	26.7	7.7
Michigan	37.1	82.5	36.3	2.9
Minnesota	28.4	87.6	61.5	8.9
Mississippi	61.3	91.8	14.1	2.8
Missouri	54.7	89.1	21.1	1.1
Montana	60.5	91.1	21.0	3.3
Nebraska	46.0	85.5	22.7	4.2
Nevada	35.9	94.7	22.3	2.6
New Hampshire	47.3	95.8	48.7	11.0
New Jersey	44.3	82.4	10.3	1.9
New Mexico	38.6	90.8	49.2	13.4
New York	32.4	79.6	41.6	7.2
North Carolina	35.8	86.5	21.7	2.3
North Dakota	53.6	77.3	19.4	0.0
Ohio	35.4	77.2	23.5	4.1
Oklahoma	52.5	86.7	22.1	1.9
Oregon	28.9	92.5	56.9	6.9
Pennsylvania	56.0	74.7	18.8	3.4
Rhode Island	65.0	57.6	22.7	6.2
South Carolina	33.8	91.6	19.3	0.9
South Dakota	50.2	87.1	25.7	3.3
Tennessee	47.9	70.9	11.5	3.8
Texas	36.3	93.3	48.4	6.1
Utah	24.4	95.2	44.9	6.2
Vermont	62.1	86.6	61.5	12.4
Virginia	45.3	91.0	16.2	3.1
Washington	19.4	87.8	56.5	5.6
West Virginia	58.7	30.6	7.9	0.8
Wisconsin	45.9	83.4	42.7	5.3
Wyoming	32.6	95.3	61.2	8.8

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Principal Questionnaire)

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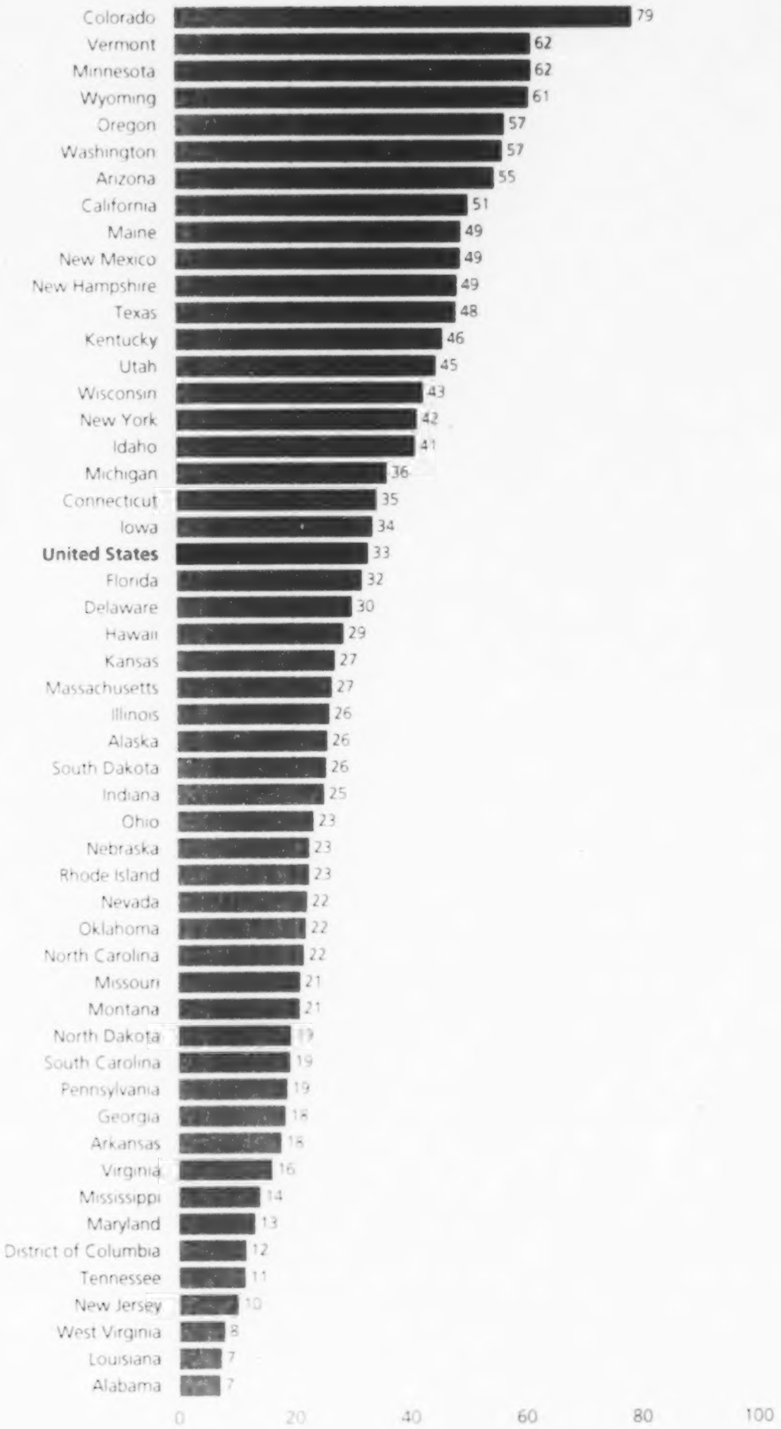
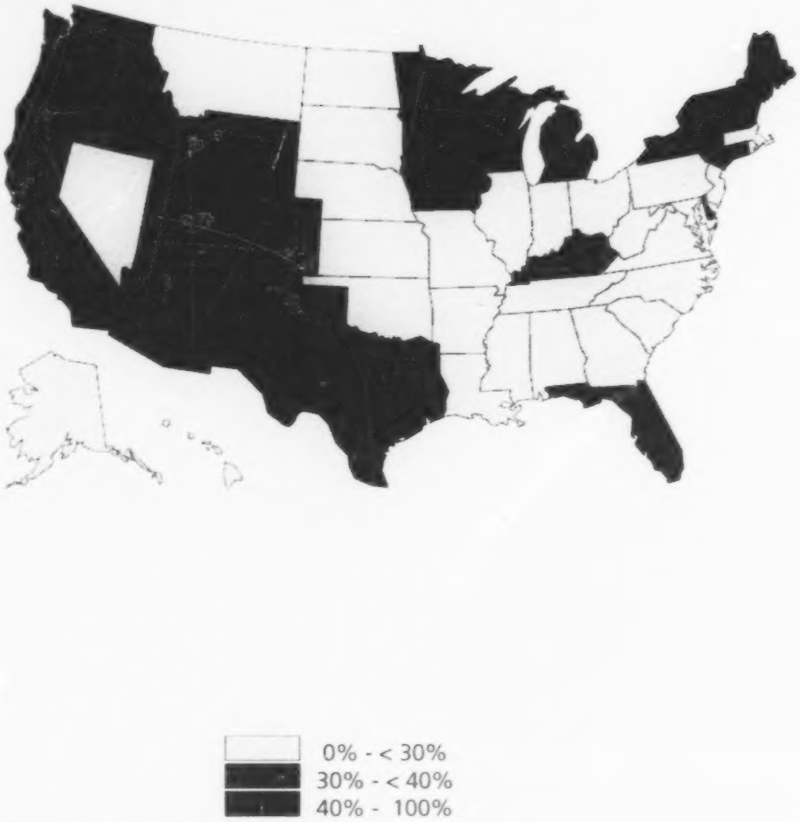
Figure 4.11 Percentage of Public School Principals Who Thought Teachers Had a Great Deal of Influence on Hiring Full-Time Teachers, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Principal Questionnaire)

Figure 4.12
Percentage of Public School Principals Who Thought Teachers Had a Great Deal of Influence on Hiring Full-Time Teachers, by State: 1993-94



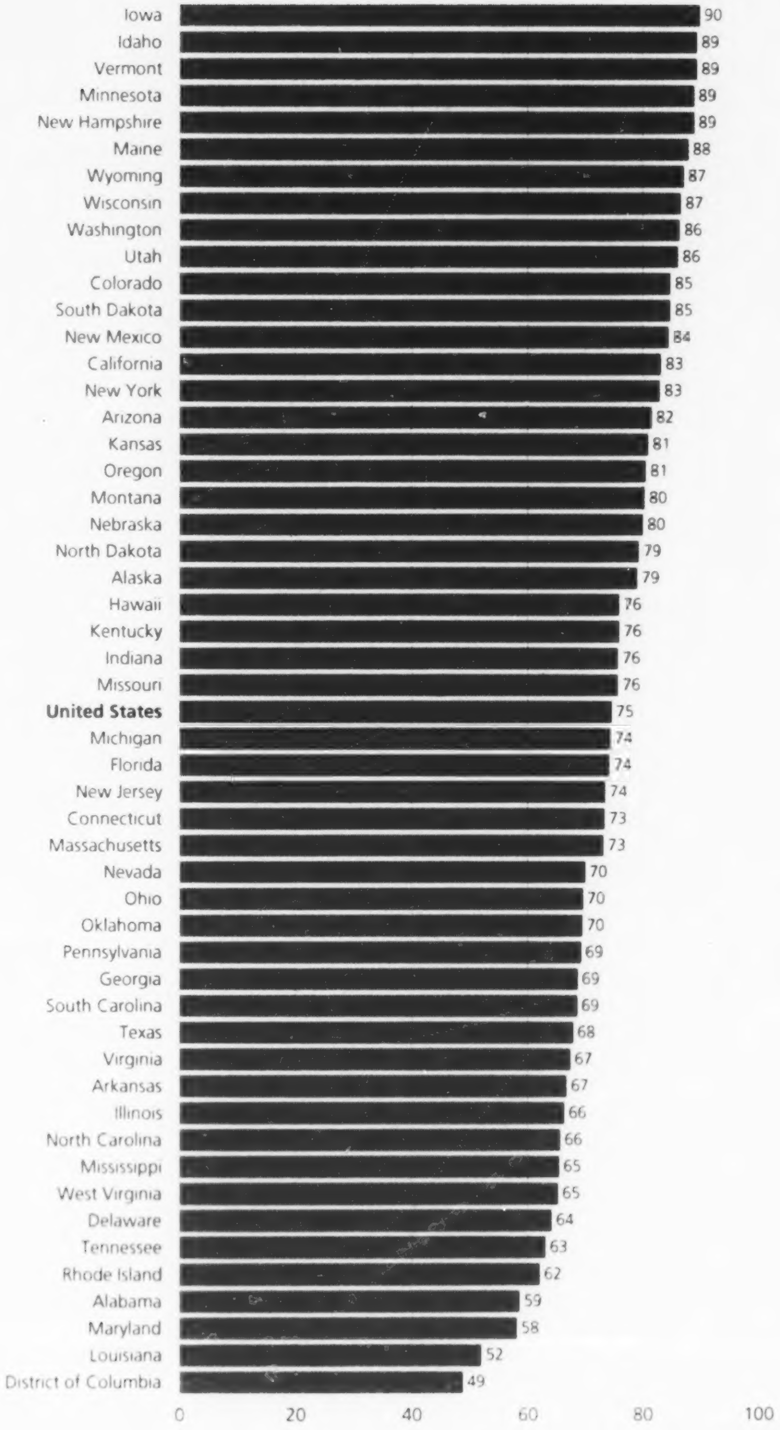
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Principal Questionnaire)

Table 4.12
Percentage of Public Schools Principals Who Thought Various Groups Had a Great Deal of Influence on Setting Discipline Policy, by State: 1993-94

[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
United States	62.6	86.9	74.6	18.4
Alabama	80.0	80.7	58.5	15.8
Alaska	51.4	88.7	79.0	29.7
Arizona	59.0	90.0	81.5	24.7
Arkansas	78.4	87.2	66.7	13.6
California	60.4	91.0	83.1	29.2
Colorado	68.5	88.7	84.7	40.0
Connecticut	62.5	85.6	73.4	17.5
Delaware	91.3	83.6	64.1	24.5
District of Columbia	73.8	71.1	48.7	24.3
Florida	64.7	82.4	74.2	23.8
Georgia	67.4	83.4	68.7	11.4
Hawaii	54.2	87.2	75.9	28.8
Idaho	56.2	94.4	89.3	15.3
Illinois	69.5	87.5	66.3	16.3
Indiana	47.1	89.3	75.7	17.0
Iowa	66.0	93.9	89.8	16.5
Kansas	55.2	91.7	80.9	11.3
Kentucky	48.0	77.4	75.9	31.8
Louisiana	73.6	84.1	51.9	8.3
Maine	49.7	94.5	87.8	8.4
Maryland	66.8	75.5	58.0	18.1
Massachusetts	63.9	89.5	73.2	24.5
Michigan	63.2	86.4	74.4	10.3
Minnesota	60.5	91.6	88.8	24.2
Mississippi	85.3	80.8	65.4	20.9
Missouri	74.9	93.0	75.7	12.2
Montana	65.1	95.2	80.3	13.0
Nebraska	61.9	89.2	80.0	9.2
Nevada	57.7	88.1	70.0	14.5
New Hampshire	55.6	96.6	88.8	17.5
New Jersey	56.3	88.8	73.5	14.0
New Mexico	66.0	90.4	84.4	29.9
New York	47.4	86.6	82.9	26.2
North Carolina	80.1	78.2	65.6	16.0
North Dakota	59.4	90.7	79.3	11.5
Ohio	64.9	82.8	69.6	9.1
Oklahoma	71.9	88.7	69.5	16.6
Oregon	39.9	92.6	80.5	14.3
Pennsylvania	64.8	84.3	69.3	19.6
Rhode Island	63.9	83.3	62.0	12.0
South Carolina	65.7	87.8	68.6	18.0
South Dakota	67.0	90.9	84.7	13.9
Tennessee	76.4	86.1	63.0	12.9
Texas	64.3	82.6	67.9	16.2
Utah	45.5	90.1	86.0	29.3
Vermont	37.5	91.2	89.3	13.4
Virginia	76.7	86.1	67.4	19.2
Washington	46.5	88.6	86.3	16.9
West Virginia	56.6	72.9	65.2	15.0
Wisconsin	47.3	90.8	86.5	16.1
Wyoming	46.2	90.5	87.0	13.6

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Principal Questionnaire)

Figure 4.13 Percentage of Public School Principals Who Thought Teachers Had a Great Deal of Influence on Setting Discipline Policy, by State: 1993-94



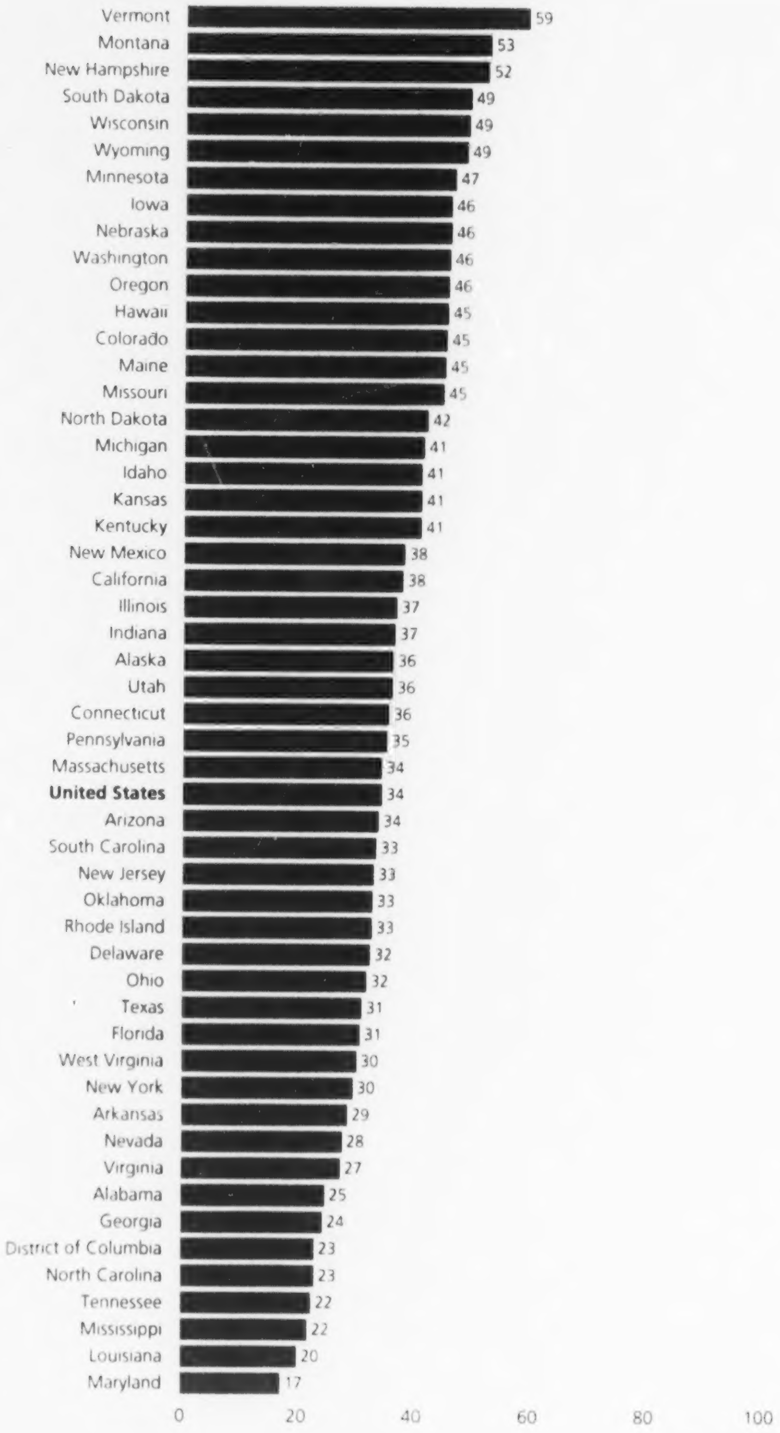
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Principal Questionnaire)

Table 4.13 Percentage of Public School Teachers Who Thought They Had a Great Deal of Influence on Certain Issues, by State: 1993-94

	Discipline	Inservice Training	Curriculum
United States	34.9	30.6	34.3
Alabama	29.9	31.0	24.7
Alaska	43.5	34.3	36.2
Arizona	39.4	29.7	33.8
Arkansas	27.3	28.0	28.6
California	45.7	35.6	37.8
Colorado	47.5	37.4	45.2
Connecticut	33.4	35.9	35.5
Delaware	26.7	21.6	32.4
District of Columbia	29.8	30.0	22.9
Florida	34.5	33.7	30.7
Georgia	31.1	34.5	24.3
Hawaii	39.7	33.4	45.4
Idaho	43.5	28.9	41.0
Illinois	35.7	29.6	36.8
Indiana	31.9	30.5	36.5
Iowa	40.3	26.8	45.9
Kansas	41.2	29.4	41.0
Kentucky	39.5	42.6	40.9
Louisiana	35.3	24.7	20.0
Maine	45.3	41.0	45.0
Maryland	25.3	22.7	17.2
Massachusetts	27.0	20.7	34.3
Michigan	41.1	35.2	41.4
Minnesota	46.3	36.3	46.6
Mississippi	30.7	32.5	21.8
Missouri	29.7	39.8	44.7
Montana	43.6	36.2	52.6
Nebraska	39.1	23.6	45.9
Nevada	36.8	27.3	27.7
New Hampshire	38.9	33.4	52.2
New Jersey	22.6	22.5	33.0
New Mexico	37.4	28.1	38.1
New York	30.2	25.4	29.5
North Carolina	32.5	34.3	22.9
North Dakota	43.3	28.0	42.0
Ohio	30.1	32.4	31.8
Oklahoma	31.0	44.6	32.8
Oregon	44.9	30.1	45.5
Pennsylvania	32.1	19.9	35.2
Rhode Island	29.1	27.0	32.7
South Carolina	27.3	26.5	33.4
South Dakota	46.0	37.4	49.2
Tennessee	36.1	28.2	22.4
Texas	28.8	26.9	31.0
Utah	49.5	29.6	36.1
Vermont	56.3	43.4	59.2
Virginia	29.7	24.1	27.4
Washington	49.0	43.8	45.7
West Virginia	38.7	33.2	30.1
Wisconsin	41.8	35.6	48.9
Wyoming	43.6	28.8	48.6

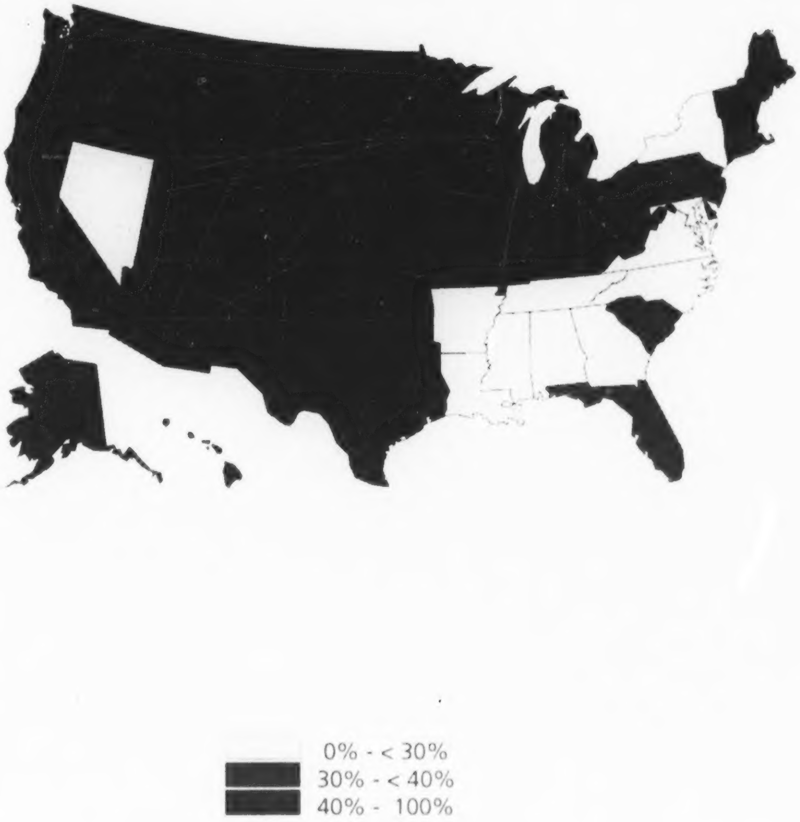
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 4.14
Percentage of Public School Teachers Who Thought They Had a Great Deal of Influence on School Curriculum, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Figure 4.15
Percentage of Public School Teachers Who Thought They Had a Great Deal of Influence on School Curriculum, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

5

Libraries/Media Centers

Libraries/media centers are vital resources for schools as they prepare students for the rapidly changing world of the twenty-first century. The American Association of School Librarians (AASL) and the Association of Educational and Communications Technology (AECT) have helped to define the functions of libraries/media centers in schools and have recommended standards, such as every school library/media center having at least one full-time professional librarian and one full-time aide.[1] The ability of schools to invest in libraries varies substantially between communities and across states. Representative information on library media centers across states can inform discussions about the needs in each district and state.

Example of SASS Analyses

Not all schools have school libraries/media centers with staffing that meets the standards that may be needed for the best preparation of tomorrow's citizens. The prevalence of media centers and professional librarians varies not only across states but also between elementary and secondary schools, between small and large schools, and between schools serving areas of high poverty and low poverty. Table 5.1 shows that although the vast majority of schools have library media centers, there is variation between states. Table 5.2 shows that schools without libraries/media centers are primarily small schools, and figure 5.1 illustrates the variation in that prevalence at small schools between states. Table 5.3 shows that a poverty indicator has little relation to whether a school has a library/media center, but figure 5.2 identifies a few states in which prevalence of libraries/media centers is lower in impoverished schools. Tables 5.4-5.6 and figures 5.3-5.5 focus on the percentages of schools that do not have either a full-time or part-time librarian or media specialist. These schools are more likely to be small, elementary schools, and there is a great deal of variation across states. Tables 5.7-5.9 and figures 5.6-5.8 relate the estimates from the 1993-94 Schools and Staffing Survey to the AASL and AECT standards. Again, although some schools of all types fail to meet these standards, small elementary schools have the most difficulty. Even narrowing the focus to schools with 300 to 600 students, however, shows dramatic variation across states (figure 5.7). Finally, table 5.10 and figures 5.9 and 5.10 provide an indicator of the extent to which librarians and media specialists are integrated into the instructional processes at schools, as viewed by both by principals and teachers.

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[1] American Association of School Librarians and Association of Educational Communications and Technology, 1988. *Information Power: Guidelines for School Library Media Programs*. Chicago, IL: American Library Association and Washington, DC: Association of Educational Communications and Technology.

Other Uses of SASS Data

This *SASS by State* report only highlights some of the state-level comparisons that can be made using SASS data. Other characteristics of these schools, their teachers and principals, and the districts in which they reside can be compared to investments in library media centers to help develop school policies. Information about class sizes, teacher salaries and satisfaction, perceptions of problems in the schools, programs for students with special needs, high school graduation requirements, and college application rates can also be brought to bear on these issues.

Table 5.1
Percentage of Public Schools with Libraries/ Media Centers, by School Level, by State: 1993-94

United States	95.6	96.7	95.3
Alabama	97.4	95.8	100.0
Alaska	89.9	98.2	80.8
Arizona	97.6	97.7	100.0
Arkansas	100.0	100.0	100.0
California	93.9	97.9	86.4
Colorado	98.1	100.0	95.2
Connecticut	94.7	99.2	83.0
Delaware	93.8	100.0	100.0
District of Columbia	95.7	100.0	100.0
Florida	97.0	100.0	90.8
Georgia	100.0	100.0	100.0
Hawaii	97.6	100.0	100.0
Idaho	94.8	96.8	93.7
Illinois	94.4	94.5	96.9
Indiana	97.8	99.0	96.3
Iowa	98.2	100.0	94.6
Kansas	96.8	95.5	100.0
Kentucky	98.0	100.0	95.4
Louisiana	94.7	96.5	93.3
Maine	92.3	96.0	81.4
Maryland	100.0	100.0	100.0
Massachusetts	87.4	85.6	94.0
Michigan	91.2	90.1	99.5
Minnesota	96.7	95.9	98.5
Mississippi	93.6	100.0	82.3
Missouri	97.6	98.2	97.1
Montana	98.2	98.4	97.8
Nebraska	98.6	98.6	100.0
Nevada	97.2	99.6	91.7
New Hampshire	91.5	88.9	100.0
New Jersey	94.2	94.3	98.6
New Mexico	94.8	94.1	97.1
New York	95.2	95.5	98.2
North Carolina	97.8	98.7	99.2
North Dakota	92.5	91.3	96.4
Ohio	97.6	97.0	99.8
Oklahoma	96.1	94.0	100.0
Oregon	99.7	100.0	98.9
Pennsylvania	94.2	96.5	89.7
Rhode Island	94.2	96.9	100.0
South Carolina	97.4	100.0	94.0
South Dakota	97.7	97.6	98.0
Tennessee	96.9	97.0	96.0
Texas	94.7	97.2	95.2
Utah	96.6	98.2	95.3
Vermont	100.0	100.0	100.0
Virginia	96.2	98.9	88.0
Washington	94.4	96.3	95.4
West Virginia	85.7	82.7	97.6
Wisconsin	99.0	99.8	98.0
Wyoming	96.3	96.0	97.1

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Library Media Center Questionnaire)

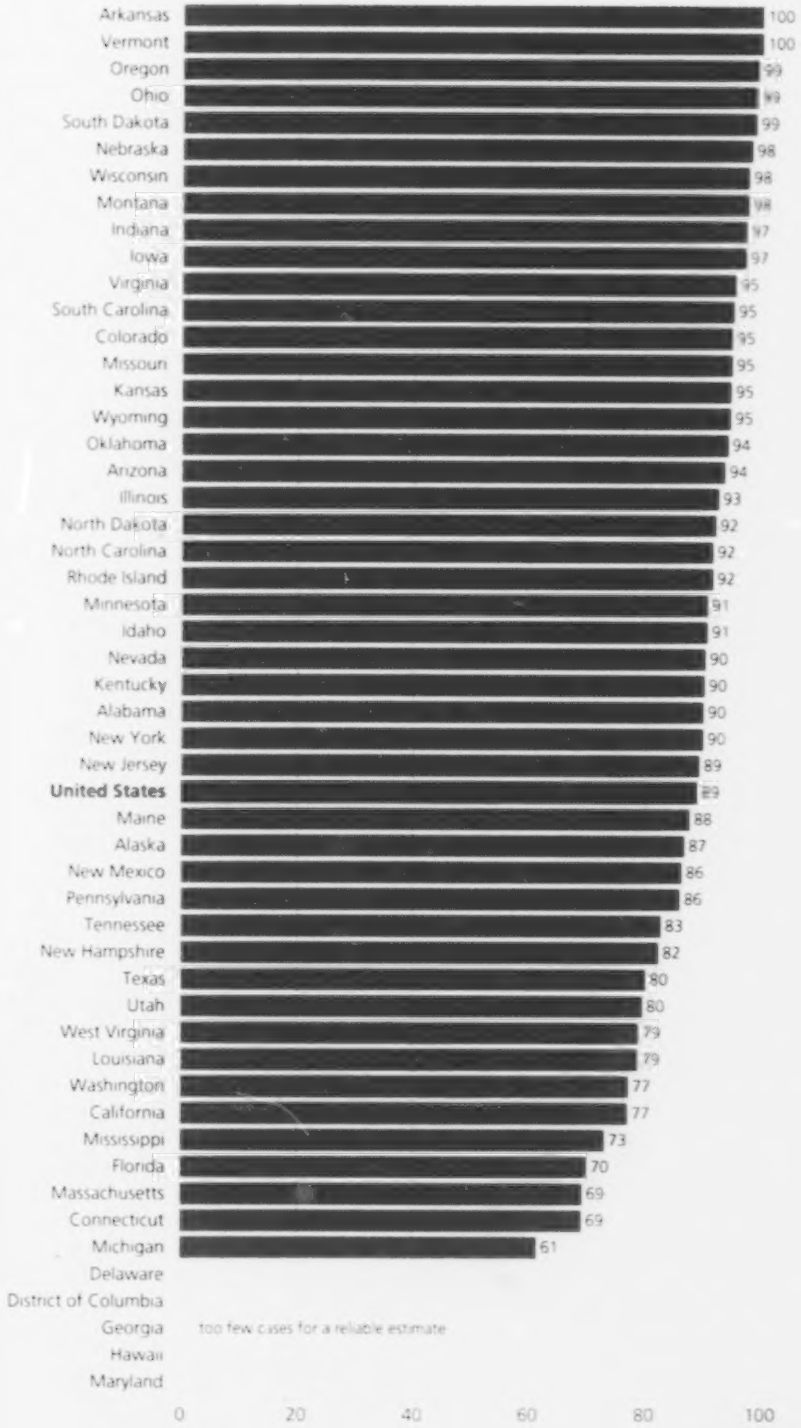
Table 5.2 Percentage of Public Schools with Libraries/ Media Centers, by Enrollment Size, by State: 1993-94

United States	88.9	97.7	99.3
Alabama	90.0	97.7	100.0
Alaska	86.7	95.1	96.8
Arizona	93.6	96.6	100.0
Arkansas	100.0	100.0	100.0
California	77.1	97.3	98.8
Colorado	94.9	100.0	98.4
Connecticut	69.2	99.0	100.0
Delaware	—	100.0	100.0
District of Columbia	—	100.0	100.0
Florida	70.1	99.7	99.9
Georgia	—	100.0	100.0
Hawaii	—	100.0	100.0
Idaho	90.7	97.7	100.0
Illinois	92.6	94.9	96.9
Indiana	97.3	97.6	98.6
Iowa	97.2	99.5	100.0
Kansas	94.7	100.0	100.0
Kentucky	90.2	100.0	100.0
Louisiana	78.9	97.5	100.0
Maine	87.7	98.5	100.0
Maryland	—	100.0	100.0
Massachusetts	69.3	97.0	100.0
Michigan	61.4	99.8	100.0
Minnesota	90.7	100.0	100.0
Mississippi	73.1	98.0	98.5
Missouri	94.9	100.0	100.0
Montana	97.6	100.0	100.0
Nebraska	98.2	100.0	100.0
Nevada	90.3	100.0	97.9
New Hampshire	82.3	97.9	100.0
New Jersey	89.3	95.8	96.6
New Mexico	86.3	99.3	100.0
New York	90.0	94.7	97.5
North Carolina	91.6	98.0	100.0
North Dakota	92.1	92.0	100.0
Ohio	99.0	96.1	100.0
Oklahoma	94.1	98.4	100.0
Oregon	99.3	100.0	100.0
Pennsylvania	86.0	92.1	100.0
Rhode Island	91.6	93.7	100.0
South Carolina	95.1	96.9	98.9
South Dakota	98.9	93.1	95.1
Tennessee	82.8	100.0	100.0
Texas	80.1	98.4	100.0
Utah	79.6	100.0	100.0
Vermont	100.0	100.0	—
Virginia	95.5	96.4	96.5
Washington	77.3	99.7	100.0
West Virginia	78.9	90.9	100.0
Wisconsin	97.7	100.0	99.3
Wyoming	94.6	100.0	100.0

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Library Media Center Questionnaire)

Figure 5.1 Percentage of Public Schools with Fewer than 300 Students with Libraries/Media Centers, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Library Media Center Questionnaire)

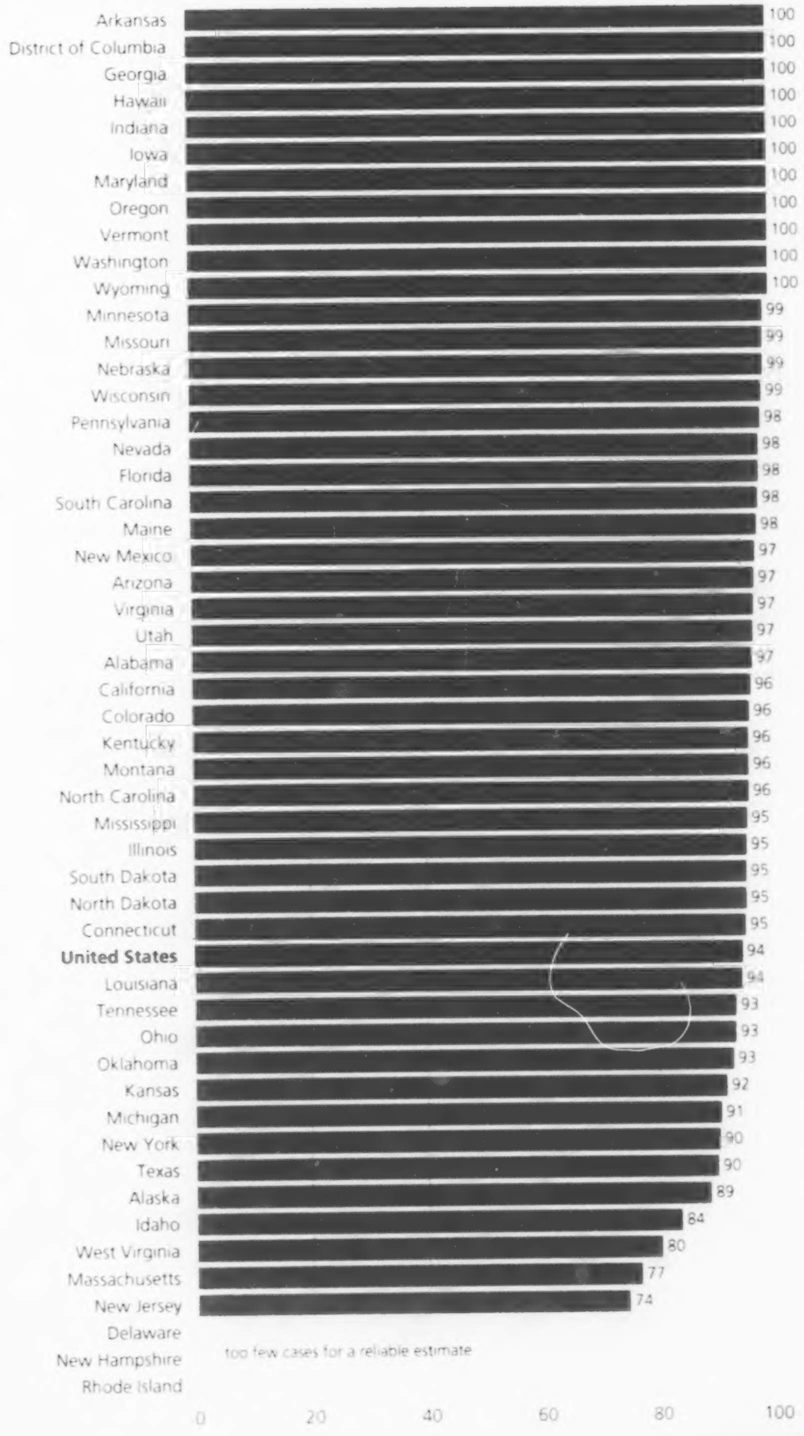
Table 5.3 Percentage of Public Schools with Libraries/ Media Centers, by Percentage of Free/ Reduced-Price Lunch Recipients, by State: 1993-94

	Less than 20% Recipients	Between 20 and 50% Recipients	50% or More Recipients
United States	95.5	96.7	94.5
Alabama	100.0	97.1	96.6
Alaska	91.8	87.0	88.7
Arizona	95.6	99.6	97.1
Arkansas	100.0	100.0	100.0
California	88.5	96.9	96.3
Colorado	97.7	100.0	96.0
Connecticut	98.3	85.0	95.1
Delaware	100.0	93.6	—
District of Columbia	—	—	100.0
Florida	92.8	99.1	98.0
Georgia	100.0	100.0	100.0
Hawaii	92.2	100.0	100.0
Idaho	96.4	96.4	83.5
Illinois	93.2	95.3	95.3
Indiana	96.3	98.7	100.0
Iowa	97.6	98.1	100.0
Kansas	100.0	96.7	91.6
Kentucky	100.0	99.6	95.9
Louisiana	89.9	100.0	94.4
Maine	85.3	95.0	97.6
Maryland	100.0	100.0	100.0
Massachusetts	93.4	76.1	76.5
Michigan	98.8	84.8	90.6
Minnesota	93.3	100.0	99.1
Mississippi	83.4	95.9	95.5
Missouri	97.2	97.1	99.0
Montana	97.8	100.0	95.9
Nebraska	98.2	99.0	98.9
Nevada	95.1	100.0	98.1
New Hampshire	95.7	81.7	—
New Jersey	99.0	97.4	74.4
New Mexico	83.6	97.6	97.3
New York	99.0	95.5	90.3
North Carolina	95.4	100.0	95.8
North Dakota	85.6	97.4	95.3
Ohio	97.9	100.0	93.3
Oklahoma	100.0	97.7	92.8
Oregon	99.2	100.0	100.0
Pennsylvania	92.8	93.1	98.4
Rhode Island	95.6	100.0	—
South Carolina	91.0	100.0	97.9
South Dakota	100.0	97.5	95.3
Tennessee	96.1	100.0	93.3
Texas	98.4	97.0	90.0
Utah	96.2	96.8	96.8
Vermont	100.0	100.0	100.0
Virginia	95.7	96.4	97.0
Washington	87.6	99.9	100.0
West Virginia	88.3	90.1	80.1
Wisconsin	99.0	99.2	98.7
Wyoming	92.0	100.0	100.0

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Library Media Center Questionnaire)

**Figure 5.2
Percentage of Public Schools with 50 Percent or More Free/Reduced-Price Lunch Recipients with Libraries/Media Centers, by State: 1993-94**



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Library Media Center Questionnaire)

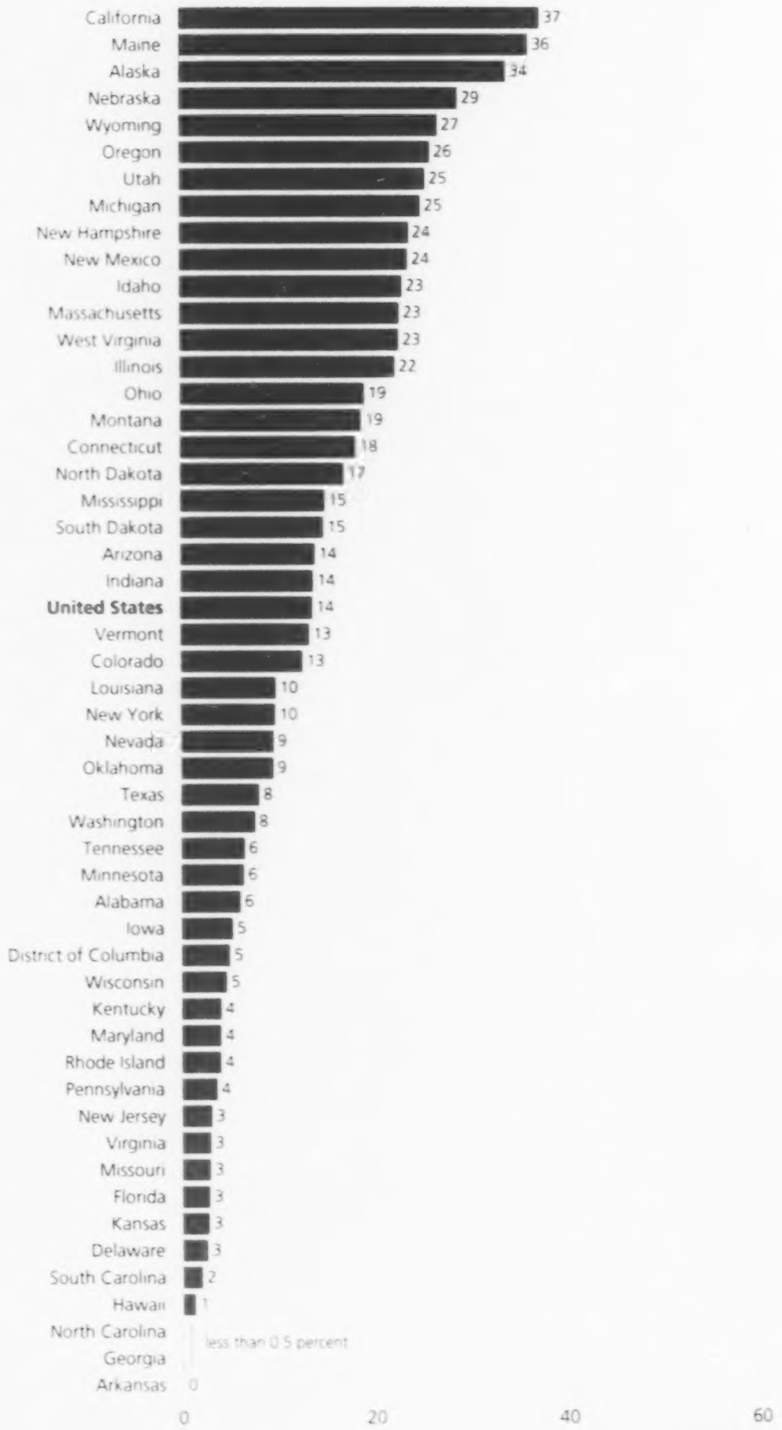
Table 5.4 Percentage of Public School Libraries/ Media Centers Without Full- or Part-time Librarians/Media Specialists, by School Level, by State: 1993-94

	All Schools	Elementary Schools	Secondary Schools
United States	13.5	15.5	6.3
Alabama	6.0	7.8	2.2
Alaska	33.8	8.5	—
Arizona	13.8	17.1	4.0
Arkansas	0.0	0.0	0.0
California	37.3	38.7	33.2
Colorado	12.5	13.6	9.7
Connecticut	18.1	22.7	0.0
Delaware	2.5	0.0	0.0
District of Columbia	4.9	4.7	0.0
Florida	2.7	1.1	6.3
Georgia	0.1	0.0	0.7
Hawaii	1.2	1.6	0.0
Idaho	22.9	32.4	6.2
Illinois	22.2	26.8	5.7
Indiana	13.6	18.0	0.0
Iowa	5.2	4.0	5.5
Kansas	2.7	2.9	2.3
Kentucky	4.0	3.0	3.7
Louisiana	9.7	12.1	1.6
Maine	36.1	42.5	12.4
Maryland	4.0	4.5	0.0
Massachusetts	22.7	29.0	1.2
Michigan	24.9	30.7	6.0
Minnesota	6.4	7.5	4.1
Mississippi	14.8	19.9	4.7
Missouri	2.8	2.9	1.7
Montana	18.7	27.6	4.5
Nebraska	28.8	40.3	3.2
Nevada	9.5	12.2	0.0
New Hampshire	23.7	32.1	0.0
New Jersey	3.0	2.1	2.7
New Mexico	23.5	30.5	3.3
New York	9.6	11.9	1.3
North Carolina	0.2	0.0	0.0
North Dakota	16.8	23.0	7.3
Ohio	19.0	25.2	1.6
Oklahoma	9.4	12.1	4.8
Oregon	25.9	27.7	15.7
Pennsylvania	3.5	3.9	1.4
Rhode Island	3.9	4.9	0.0
South Carolina	2.0	0.0	8.1
South Dakota	14.7	21.0	5.0
Tennessee	6.5	7.6	4.3
Texas	8.0	7.7	3.3
Utah	25.4	28.2	13.3
Vermont	13.2	16.5	0.0
Virginia	2.9	0.0	9.2
Washington	7.5	4.0	11.7
West Virginia	22.6	29.4	3.4
Wisconsin	4.6	6.3	0.0
Wyoming	26.7	33.2	12.4

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Library Media Center Questionnaire)

Figure 5.3
Percentage of Public School Libraries/ Media Centers Without Full- or Part-time Librarians/Media Specialists, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Library Media Center Questionnaire)

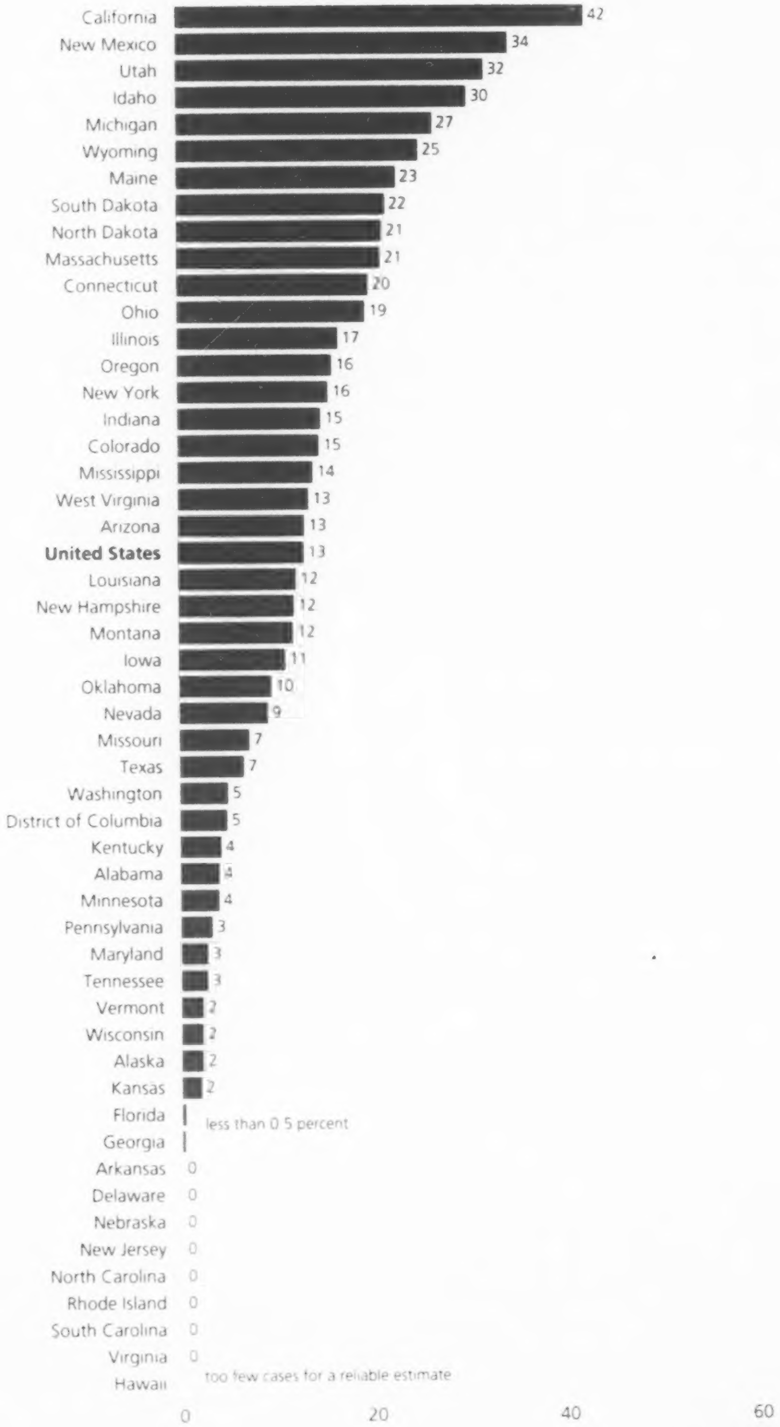
Table 5.5
Percentage of Public School Libraries/ Media Centers Without Full- or Part-time Librarians/Media Specialists, by Enrollment Size, by State: 1993-94

	Less than 300 Students	Between 300 and 600 Students	600 or More Students
United States	23.1	12.9	6.0
Alabama	—	4.0	0.0
Alaska	53.3	2.2	0.0
Arizona	—	13.0	6.7
Arkansas	0.0	0.0	0.0
California	58.2	42.4	26.0
Colorado	11.1	14.6	9.4
Connecticut	—	19.8	4.0
Delaware	—	0.0	0.0
District of Columbia	—	4.8	0.0
Florida	26.6	0.3	1.3
Georgia	—	0.3	0.0
Hawaii	—	—	0.0
Idaho	18.0	30.1	19.1
Illinois	35.5	16.6	7.8
Indiana	—	14.8	6.2
Iowa	2.4	11.0	0.0
Kansas	3.5	2.0	0.0
Kentucky	—	4.2	0.0
Louisiana	—	12.2	4.0
Maine	46.2	22.7	—
Maryland	—	2.8	5.5
Massachusetts	—	21.0	14.8
Michigan	—	26.5	10.0
Minnesota	13.2	4.0	1.6
Mississippi	—	13.9	5.0
Missouri	0.8	7.2	0.0
Montana	21.6	11.8	0.0
Nebraska	35.3	0.0	0.0
Nevada	—	9.1	4.2
New Hampshire	—	11.9	2.6
New Jersey	5.0	0.0	5.8
New Mexico	24.2	34.4	4.5
New York	—	15.6	3.2
North Carolina	—	0.0	0.0
North Dakota	17.0	21.2	—
Ohio	—	19.4	1.7
Oklahoma	11.3	9.5	0.0
Oregon	47.4	16.0	0.0
Pennsylvania	—	3.2	0.7
Rhode Island	—	0.0	0.0
South Carolina	—	0.0	0.0
South Dakota	14.6	21.5	0.0
Tennessee	—	2.7	1.4
Texas	27.4	6.6	0.0
Utah	47.2	31.9	14.1
Vermont	20.9	2.3	—
Virginia	—	0.0	0.0
Washington	23.5	4.9	1.7
West Virginia	36.3	13.5	0.0
Wisconsin	6.8	2.3	6.0
Wyoming	30.5	25.0	0.0

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Library Media Center Questionnaire)

Figure 5.4
Percentage of Public School Libraries/ Media Centers Without Full- or Part-Time Librarians/Media Specialists, in Schools with Enrollment Between 300 and 600 Students, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Library Media Center Questionnaire)

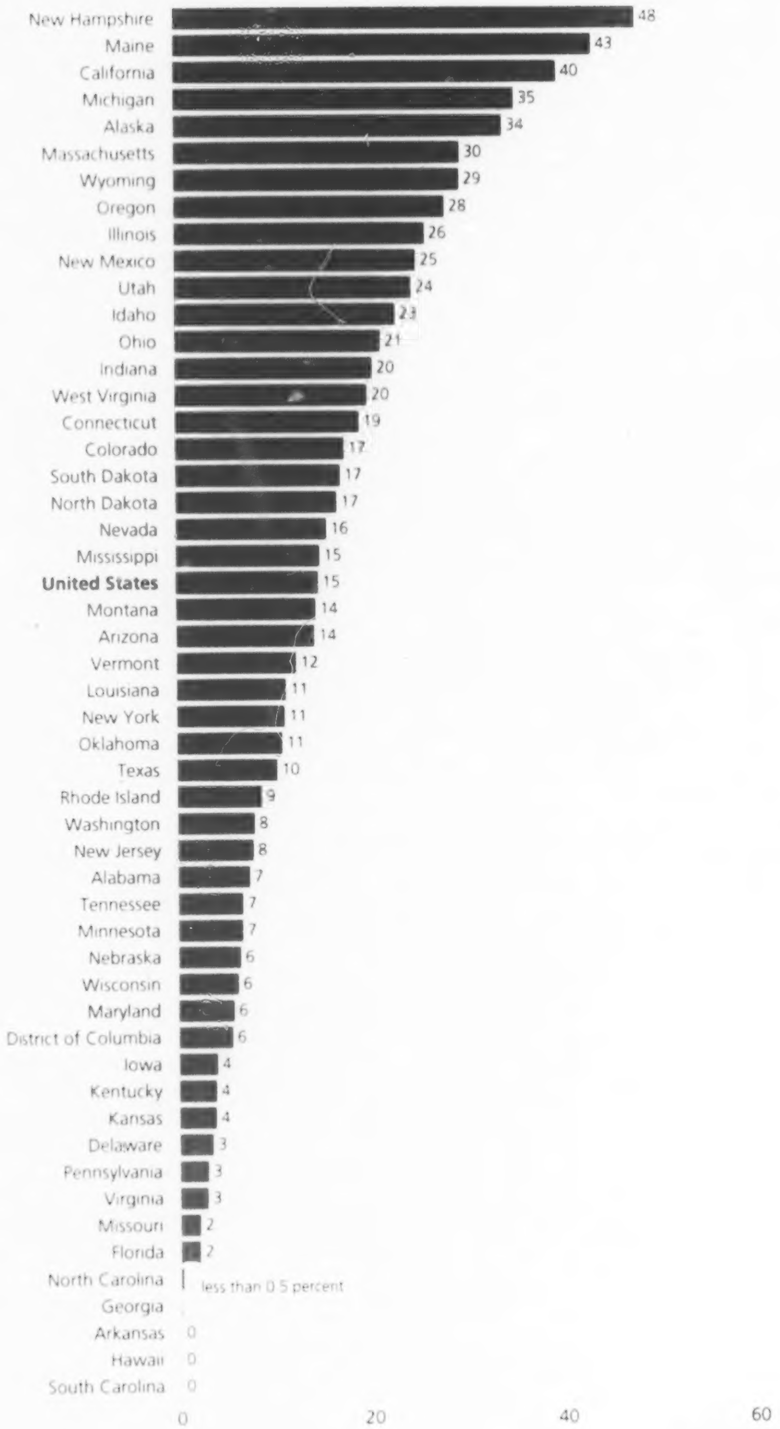
Table 5.6 Percentage of Public School Libraries/ Media Centers without Full- or Part-time Librarians/Media Specialists, by Percentage of Free/ Reduced-Price Lunch Recipients, by State: 1993-94

	Less than 20% Recipients	Between 20 and 50% Recipients	50% or More Recipients
United States	11.7	13.6	15.9
Alabama	0.0	3.6	10.4
Alaska	33.7	7.6	51.8
Arizona	12.8	11.9	16.8
Arkansas	0.0	0.0	0.0
California	32.2	33.9	44.9
Colorado	7.2	22.2	—
Connecticut	17.7	—	0.0
Delaware	0.0	3.7	—
District of Columbia	—	—	6.3
Florida	5.0	2.5	1.6
Georgia	0.0	0.3	0.0
Hawaii	—	0.0	0.0
Idaho	23.4	25.9	—
Illinois	17.7	33.5	15.1
Indiana	5.2	20.4	—
Iowa	7.5	2.3	—
Kansas	0.0	2.7	—
Kentucky	4.8	0.0	7.1
Louisiana	3.0	0.0	15.6
Maine	19.7	39.8	—
Maryland	2.3	0.0	—
Massachusetts	19.7	35.4	—
Michigan	9.8	39.4	26.6
Minnesota	6.1	7.6	—
Mississippi	—	3.3	19.4
Missouri	4.6	3.3	0.0
Montana	24.5	12.5	17.9
Nebraska	48.9	7.9	—
Nevada	3.6	17.2	—
New Hampshire	9.5	39.2	—
New Jersey	0.8	—	—
New Mexico	16.7	19.3	28.2
New York	7.3	10.4	11.8
North Carolina	0.0	0.3	0.0
North Dakota	17.3	17.6	—
Ohio	17.3	26.8	—
Oklahoma	4.6	8.1	13.2
Oregon	22.2	28.0	—
Pennsylvania	4.1	0.0	5.3
Rhode Island	0.0	—	0.0
South Carolina	10.6	0.0	0.0
South Dakota	9.9	15.2	20.4
Tennessee	5.9	3.8	10.9
Texas	1.6	7.0	13.7
Utah	27.4	18.6	41.3
Vermont	14.2	8.6	—
Virginia	2.9	4.6	0.0
Washington	7.1	8.5	6.5
West Virginia	—	9.9	31.0
Wisconsin	3.2	0.0	—
Wyoming	23.1	28.9	—

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Library Media Center Questionnaire)

**Figure 5.5
Percentage of Public School Libraries/ Media Centers Without Full- or Part-time Librarians/Media Specialists, Among Schools with 20% or More Students in Free/Reduced-Price Lunch Programs, by State: 1993-94**



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Library Media Center Questionnaire)

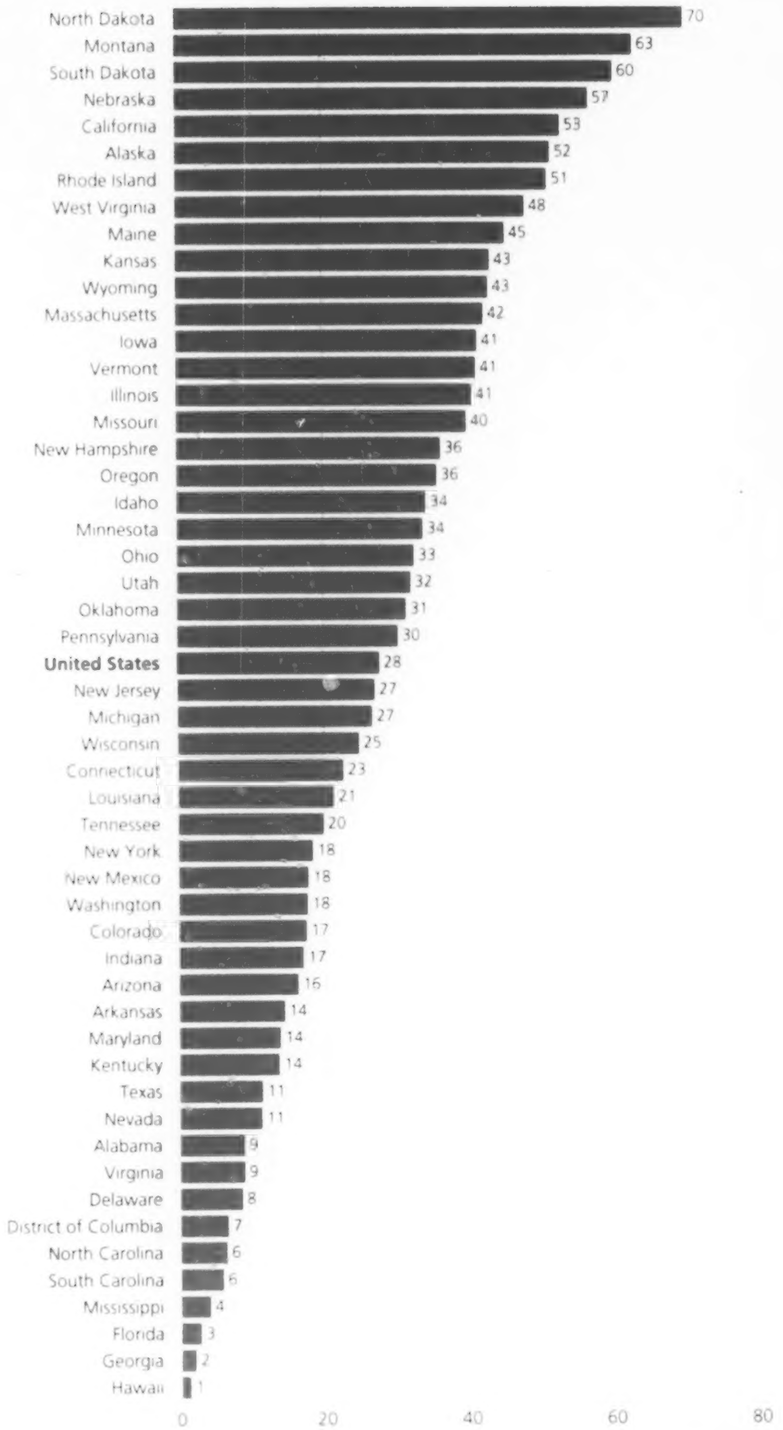
Table 5.7
Percentage of Public Schools with Libraries/ Media Centers that Do Not Meet AASL and AECT Recommended Staffing Levels, by School Level, by State: 1993-94

	All Schools	Elementary Schools	Secondary Schools
United States	27.7	30.8	17.3
Alabama	8.8	9.4	5.9
Alaska	51.6	19.9	—
Arizona	16.3	16.6	15.7
Arkansas	14.4	16.4	11.3
California	53.0	59.0	33.7
Colorado	17.5	18.5	13.6
Connecticut	22.7	27.5	3.7
Delaware	8.4	8.6	0.0
District of Columbia	6.5	7.0	0.0
Florida	2.7	0.0	10.6
Georgia	2.0	2.5	0.0
Hawaii	1.2	1.6	0.0
Idaho	34.2	39.8	25.0
Illinois	40.7	46.4	18.4
Indiana	17.0	20.3	6.8
Iowa	41.4	44.4	36.2
Kansas	43.2	45.1	40.4
Kentucky	13.6	13.3	10.5
Louisiana	21.3	25.4	6.9
Maine	45.3	52.6	19.0
Maryland	13.8	16.7	0.0
Massachusetts	42.3	53.9	2.8
Michigan	26.7	30.8	11.4
Minnesota	33.8	35.3	29.9
Mississippi	4.0	3.8	4.7
Missouri	39.9	46.2	26.5
Montana	63.1	62.0	65.1
Nebraska	56.9	67.7	30.0
Nevada	11.2	12.1	—
New Hampshire	36.3	39.9	25.0
New Jersey	27.0	31.7	4.6
New Mexico	17.7	17.7	18.0
New York	18.4	22.7	4.2
North Carolina	6.3	6.9	1.9
North Dakota	70.1	75.1	64.0
Ohio	32.5	41.5	8.5
Oklahoma	31.4	28.7	36.0
Oregon	35.7	40.3	23.5
Pennsylvania	30.3	38.7	3.3
Rhode Island	51.2	59.4	—
South Carolina	5.8	5.0	8.1
South Dakota	60.4	61.5	59.3
Tennessee	19.9	25.1	5.9
Texas	11.3	9.7	9.7
Utah	32.1	36.0	18.1
Vermont	41.2	49.4	—
Virginia	8.8	5.5	12.3
Washington	17.6	17.6	13.1
West Virginia	48.1	62.4	11.2
Wisconsin	24.8	32.5	4.6
Wyoming	43.0	46.2	36.0

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Library Media Center Questionnaire)

Figure 5.6
Percentage of Public Schools with Libraries/ Media Centers that Do Not Meet AASL and AECT Recommended Staffing Levels, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Library Media Center Questionnaire)

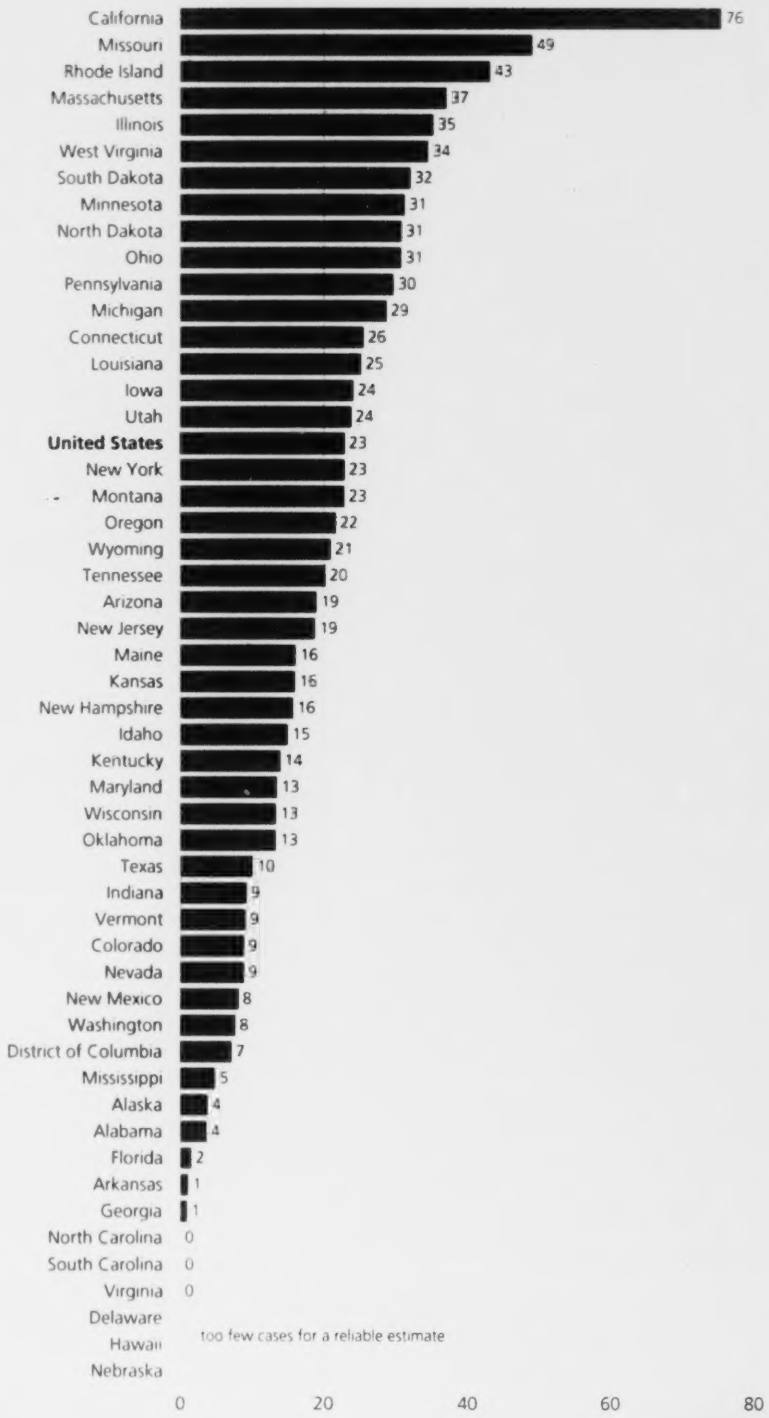
Table 5.8
Percentage of Public Schools with Libraries/ Media Centers that Do Not Meet AASL and AECT Recommended Staffing Levels, by Enrollment Size, by State: 1993-94

	Less than 300 Students	Between 300 and 600 Students	600 or More Students
United States	59.0	22.9	7.1
Alabama	—	3.7	0.0
Alaska	80.3	3.8	—
Arizona	—	19.0	0.0
Arkansas	42.4	1.1	0.0
California	76.8	75.5	27.3
Colorado	41.5	8.9	4.1
Connecticut	—	25.5	0.0
Delaware	—	—	6.4
District of Columbia	—	7.2	0.0
Florida	33.7	1.5	0.0
Georgia	—	0.9	0.0
Hawaii	—	—	0.0
Idaho	64.4	15.0	0.0
Illinois	64.1	35.2	6.4
Indiana	—	9.3	10.9
Iowa	58.2	24.1	0.0
Kansas	64.7	16.0	0.0
Kentucky	—	13.9	0.0
Louisiana	—	25.2	9.5
Maine	71.4	16.1	0.0
Maryland	—	13.5	7.5
Massachusetts	72.5	37.0	15.4
Michigan	—	28.7	8.8
Minnesota	60.7	31.2	6.2
Mississippi	—	4.9	0.0
Missouri	48.0	49.0	7.1
Montana	77.9	22.8	0.0
Nebraska	68.8	—	0.0
Nevada	—	8.9	4.2
New Hampshire	77.2	15.7	0.0
New Jersey	59.6	18.8	8.8
New Mexico	43.9	8.1	0.0
New York	—	22.9	3.4
North Carolina	—	0.0	0.0
North Dakota	82.6	30.8	—
Ohio	—	30.7	13.5
Oklahoma	47.7	13.3	0.0
Oregon	62.5	21.6	7.6
Pennsylvania	88.9	29.7	7.6
Rhode Island	88.0	43.1	0.0
South Carolina	—	0.0	0.0
South Dakota	70.1	32.0	—
Tennessee	61.0	20.2	1.4
Texas	37.5	10.1	0.0
Utah	89.9	23.8	22.2
Vermont	64.0	9.1	—
Virginia	—	0.0	0.0
Washington	63.5	7.7	4.5
West Virginia	73.3	34.5	0.7
Wisconsin	50.2	13.4	0.0
Wyoming	56.7	20.9	0.0

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Library Media Center Questionnaire)

Figure 5.7 Percentage of Public Schools with Enrollment Between 300 and 600 Students with Libraries/Media Centers that Do Not Meet AASL and AECT Recommended Staffing Levels, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Library Media Center Questionnaire)

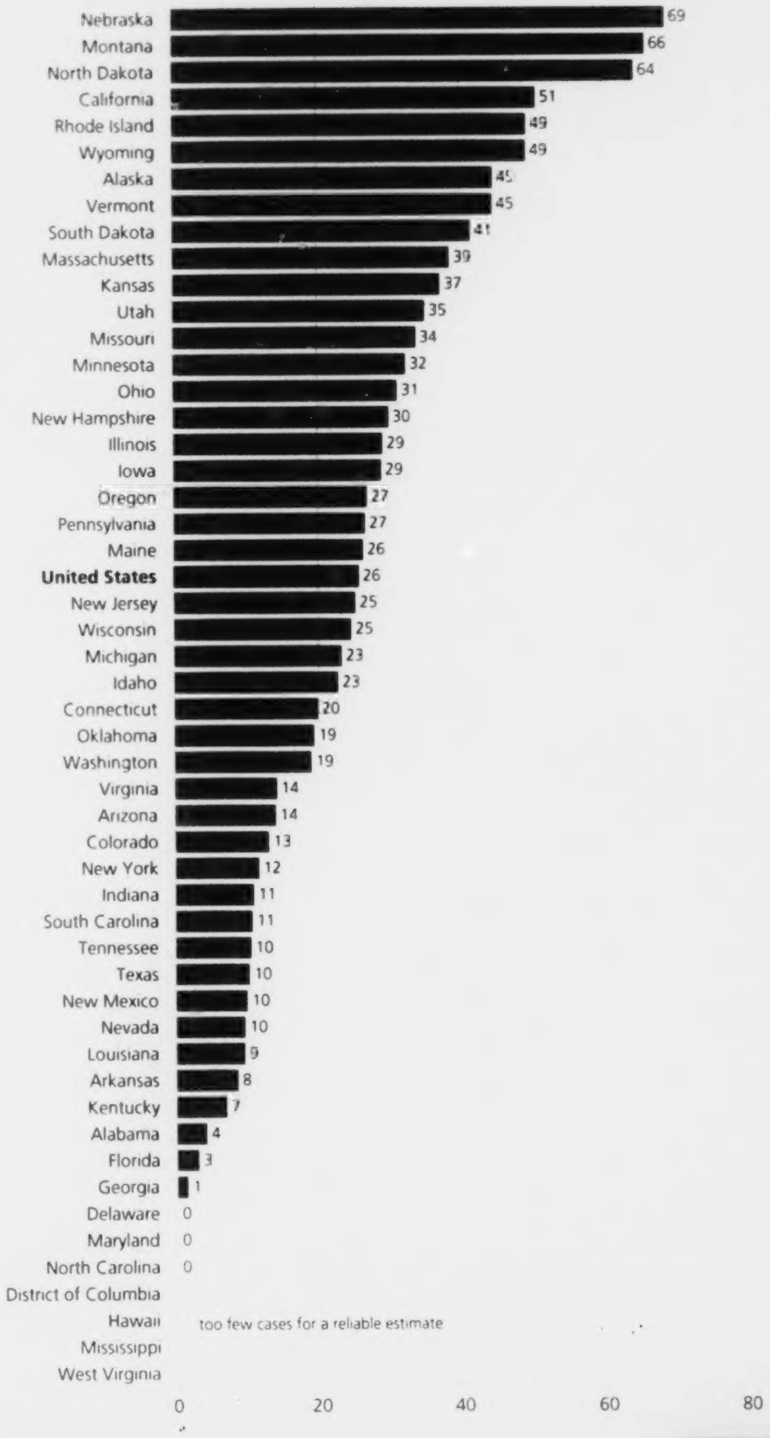
Table 5.9
Percentage of Public Schools with Libraries/ Media Centers that Do Not Meet AASL and AECT Recommended Staffing Levels, by Percentage of Free/ Reduced-Price Lunch Recipients, by State: 1993-94

	[illegible]	[illegible]	[illegible]
United States	25.7	29.5	28.2
Alabama	4.1	5.6	13.3
Alaska	44.6	32.4	77.2
Arizona	13.9	14.8	19.8
Arkansas	8.5	9.7	22.9
California	50.6	58.6	50.0
Colorado	12.9	22.7	—
Connecticut	19.8	—	—
Delaware	0.0	12.6	—
District of Columbia	—	—	8.4
Florida	3.0	2.5	2.7
Georgia	1.5	3.6	0.0
Hawaii	—	0.0	0.0
Idaho	22.7	35.2	61.8
Illinois	29.1	57.4	39.8
Indiana	10.8	26.6	—
Iowa	28.9	49.3	—
Kansas	37.2	44.9	48.4
Kentucky	6.9	10.9	19.2
Louisiana	9.5	11.3	28.9
Maine	26.3	49.8	62.0
Maryland	0.0	16.2	48.9
Massachusetts	38.5	50.8	—
Michigan	23.2	29.7	27.6
Minnesota	32.3	31.1	—
Mississippi	—	7.3	1.5
Missouri	33.8	44.9	39.1
Montana	65.9	57.2	68.1
Nebraska	68.7	42.8	—
Nevada	9.5	14.3	—
New Hampshire	29.9	38.3	—
New Jersey	25.2	—	—
New Mexico	9.8	15.3	21.6
New York	11.5	19.0	26.9
North Carolina	0.0	3.8	18.2
North Dakota	64.3	71.5	79.1
Ohio	31.2	35.1	—
Oklahoma	19.3	31.0	38.4
Oregon	26.9	39.9	—
Pennsylvania	26.6	31.9	36.8
Rhode Island	49.3	63.9	—
South Carolina	10.6	0.0	9.3
South Dakota	41.5	68.3	70.9
Tennessee	10.4	20.1	26.6
Texas	10.2	15.0	8.2
Utah	35.1	27.6	—
Vermont	44.5	33.0	—
Virginia	14.1	6.6	—
Washington	18.9	15.6	18.8
West Virginia	—	42.4	61.8
Wisconsin	24.6	31.9	—
Wyoming	49.2	35.5	—

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Library Media Center Questionnaire)

Figure 5.8
Percentage of Public Schools with Libraries/ Media Centers that Do Not Meet AASL and AECT Recommended Staffing Levels, Among Schools with Less than 20% of Students in Free/ Reduced-Price Lunch Programs, by State: 1993-94



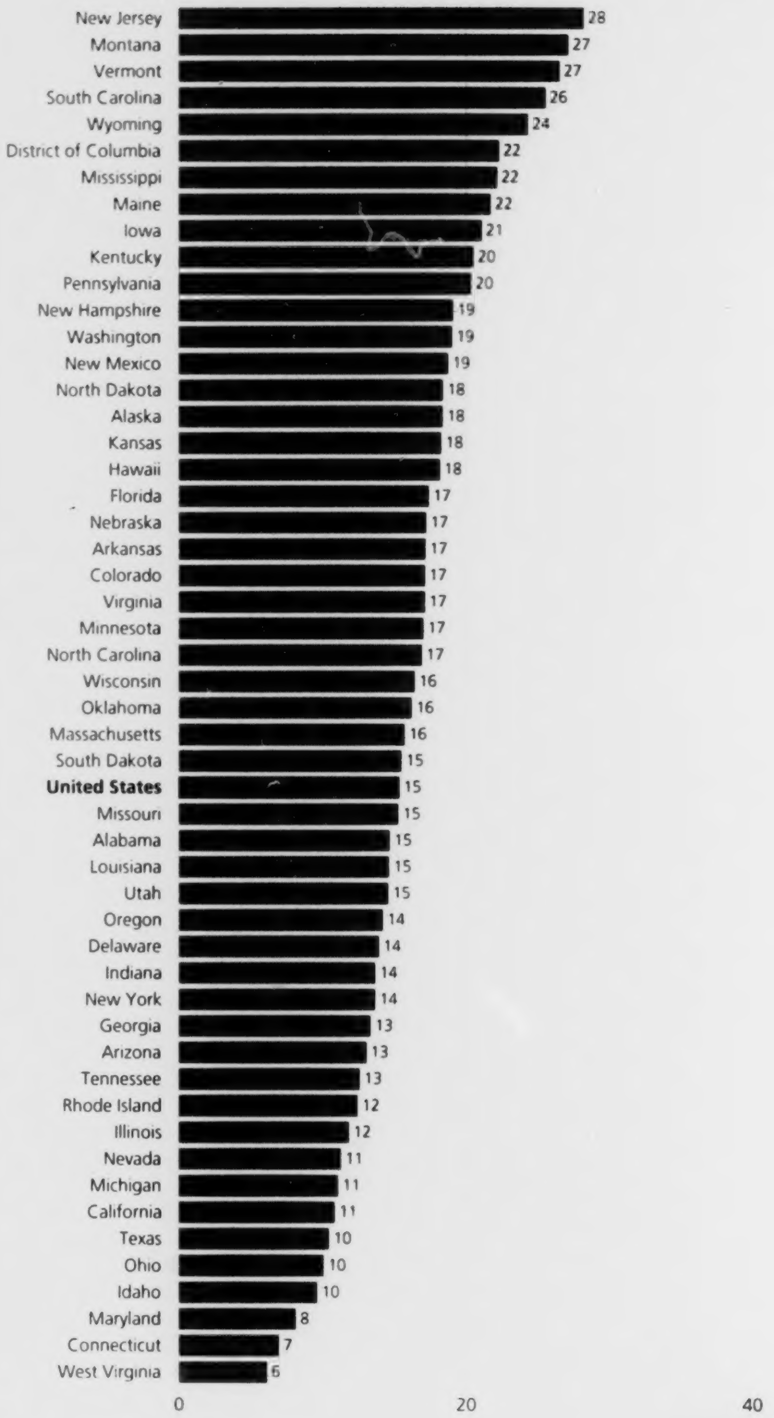
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Library Media Center Questionnaire)

Table 5.10
Percentage of Public School Teachers and Principals in Schools with Libraries/Media Centers who Report Librarian/Media Specialist Involvement in the Instructional Process, by State: 1993-94

	Principals Reporting	Teachers Reporting
United States	15.3	24.8
Alabama	14.7	28.9
Alaska	18.3	26.5
Arizona	13.0	23.0
Arkansas	17.1	27.1
California	10.8	20.2
Colorado	17.1	31.8
Connecticut	7.0	22.3
Delaware	13.9	17.0
District of Columbia	22.3	33.1
Florida	17.4	25.9
Georgia	13.3	33.2
Hawaii	18.1	19.3
Idaho	9.6	24.7
Illinois	11.8	22.2
Indiana	13.7	23.6
Iowa	21.1	23.5
Kansas	18.2	23.5
Kentucky	20.5	26.1
Louisiana	14.6	29.3
Maine	21.7	28.5
Maryland	8.1	23.8
Massachusetts	15.7	20.3
Michigan	11.1	21.6
Minnesota	17.0	22.8
Mississippi	22.1	33.2
Missouri	15.2	23.3
Montana	27.1	22.5
Nebraska	17.2	22.1
Nevada	11.3	25.8
New Hampshire	19.1	27.2
New Jersey	28.2	23.9
New Mexico	18.7	27.6
New York	13.7	24.9
North Carolina	16.9	22.8
North Dakota	18.4	18.7
Ohio	10.1	22.0
Oklahoma	16.2	29.5
Oregon	14.2	22.7
Pennsylvania	20.3	20.2
Rhode Island	12.4	18.4
South Carolina	25.5	28.5
South Dakota	15.5	20.6
Tennessee	12.6	26.9
Texas	10.4	27.0
Utah	14.6	24.6
Vermont	26.5	29.0
Virginia	17.1	32.0
Washington	19.0	23.0
West Virginia	6.1	26.4
Wisconsin	16.4	25.3
Wyoming	24.3	26.2

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Library Media Center Questionnaire)

Figure 5.9 Percentage of Public School Principals in Schools with Libraries/ Media Centers who Report Librarian/Media Specialist Involvement in the Instructional Process, by State: 1993-94



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Library Media Center Questionnaire)

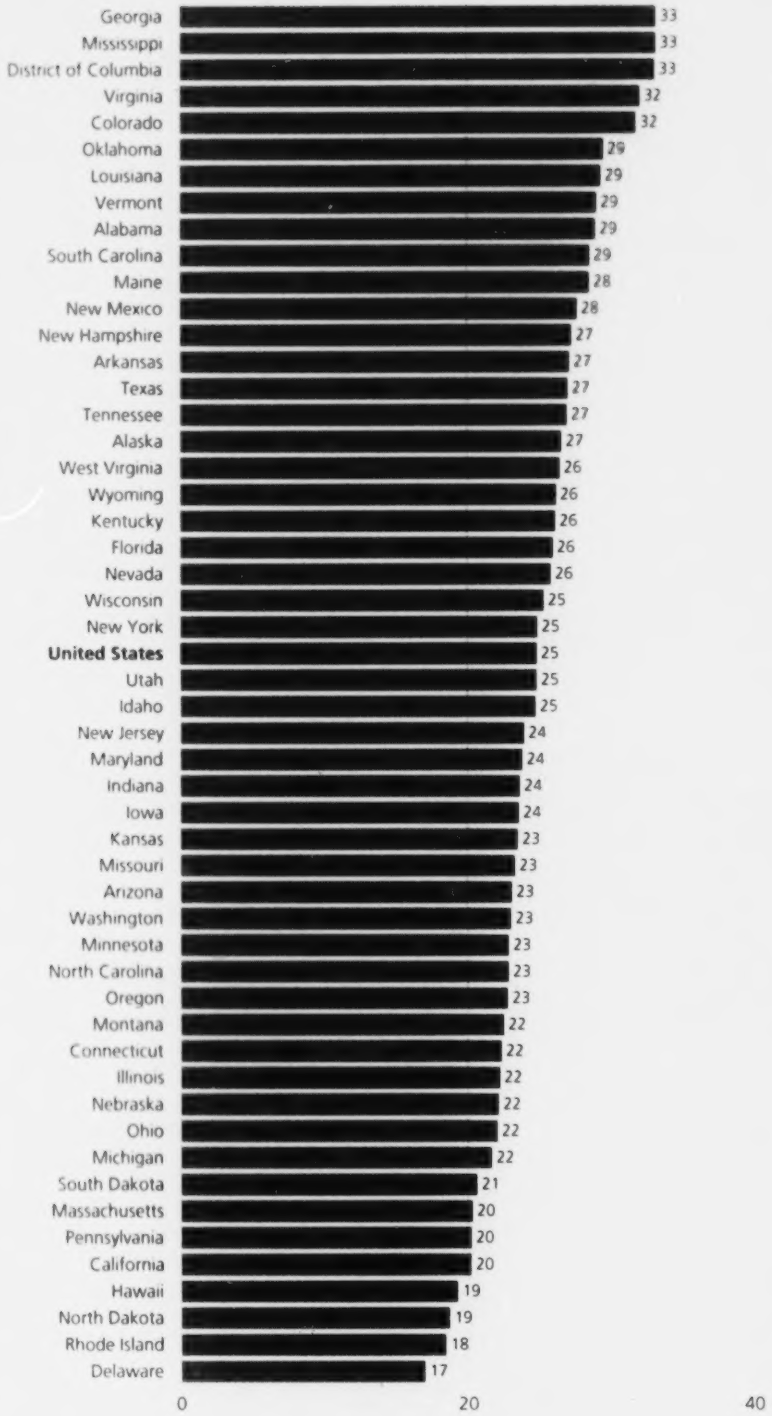


Figure 5.10
Percentage of Public School Teachers in Schools with Libraries/ Media Centers who Report Librarian/Media Specialist Involvement in the Instructional Process, by State: 1993-94

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Library Media Center Questionnaire)

A

Estimated Counts for Computing Statistics

Table A.1 Estimated Number of Public Schools and Students, and Respective Standard Errors, by State: 1993-94

United States	80,740	(183)	41,621,660	(393,746)
Alabama	1,274	(13)	745,963	(26,324)
Alaska	478	(6)	127,130	(6,065)
Arizona	1,057	(9)	685,518	(21,360)
Arkansas	1,084	(8)	460,286	(18,712)
California	7,319	(74)	4,804,574	(173,805)
Colorado	1,329	(15)	616,434	(30,150)
Connecticut	964	(9)	472,718	(12,441)
Delaware	169	(2)	107,701	(3,936)
District of Columbia	160	(5)	75,948	(2,967)
Florida	2,348	(29)	1,888,762	(59,138)
Georgia	1,723	(10)	1,194,072	(24,787)
Hawaii	234	(1)	173,041	(8,143)
Idaho	573	(6)	218,179	(10,043)
Illinois	3,884	(61)	1,747,678	(44,900)
Indiana	1,869	(8)	972,991	(27,258)
Iowa	1,518	(20)	484,443	(20,091)
Kansas	1,450	(9)	431,981	(19,599)
Kentucky	1,327	(28)	693,316	(29,647)
Louisiana	1,446	(7)	791,318	(18,495)
Maine	721	(7)	207,975	(9,751)
Maryland	1,185	(7)	753,706	(12,372)
Massachusetts	1,689	(19)	776,415	(21,921)
Michigan	3,159	(37)	1,491,699	(64,672)
Minnesota	1,492	(31)	705,021	(35,670)
Mississippi	957	(8)	531,874	(20,162)
Missouri	2,082	(11)	938,836	(39,313)
Montana	890	(5)	175,611	(9,299)
Nebraska	1,296	(47)	248,016	(16,776)
Nevada	365	(6)	231,088	(7,685)
New Hampshire	445	(0)	174,562	(10,691)
New Jersey	2,195	(31)	1,097,841	(54,745)
New Mexico	663	(3)	323,001	(12,935)
New York	3,904	(28)	2,593,562	(95,366)
North Carolina	1,927	(28)	1,090,802	(41,208)
North Dakota	582	(11)	115,635	(6,945)
Ohio	3,636	(60)	1,816,266	(60,861)
Oklahoma	1,763	(18)	579,583	(23,390)
Oregon	1,184	(8)	478,877	(21,106)
Pennsylvania	3,128	(44)	1,805,243	(101,296)
Rhode Island	295	(7)	124,230	(6,120)
South Carolina	1,081	(10)	630,309	(31,711)
South Dakota	661	(13)	139,525	(7,449)
Tennessee	1,522	(11)	840,505	(31,681)
Texas	5,890	(52)	3,342,778	(147,365)
Utah	674	(11)	454,114	(16,403)
Vermont	318	(7)	91,787	(4,672)
Virginia	1,698	(40)	958,091	(46,220)
Washington	1,806	(11)	913,048	(30,697)
West Virginia	898	(30)	316,190	(16,619)
Wisconsin	2,014	(18)	880,935	(28,234)
Wyoming	411	(8)	102,484	(5,579)

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Table A.2 Estimated Number of Public Elementary, Secondary, and Combined Schools, and Respective Standard Errors, by State: 1993-94

United States	58,013	(205)	19,648	(162)	3,079	(159)
Alabama	800	(21)	282	(6)	192	(20)
Alaska	173	(10)	96	(4)	210	(10)
Arizona	793	(9)	251	(9)	—	—
Arkansas	667	(8)	410	(9)	—	—
California	5,348	(121)	1,683	(47)	288	(109)
Colorado	976	(14)	332	(20)	—	—
Connecticut	726	(15)	229	(13)	—	—
Delaware	110	(2)	43	(2)	—	—
District of Columbia	109	(4)	40	(3)	—	—
Florida	1,781	(20)	407	(34)	160	(10)
Georgia	1,348	(13)	325	(7)	—	—
Hawaii	178	(1)	44	(3)	—	—
Idaho	357	(10)	186	(6)	—	—
Illinois	2,891	(53)	887	(41)	107	(24)
Indiana	1,390	(10)	459	(7)	—	—
Iowa	1,026	(29)	454	(21)	—	—
Kansas	1,035	(13)	397	(11)	—	—
Kentucky	975	(30)	277	(23)	—	—
Louisiana	994	(10)	303	(11)	149	(10)
Maine	544	(8)	163	(4)	—	—
Maryland	962	(9)	210	(5)	—	—
Massachusetts	1,333	(19)	344	(5)	—	—
Michigan	2,355	(38)	699	(25)	105	(8)
Minnesota	964	(40)	484	(29)	—	—
Mississippi	579	(8)	296	(8)	82	(7)
Missouri	1,397	(30)	635	(11)	—	—
Montana	546	(8)	343	(7)	—	—
Nebraska	892	(47)	367	(7)	—	—
Nevada	275	(5)	76	(5)	—	—
New Hampshire	338	(7)	85	(4)	—	—
New Jersey	1,699	(29)	422	(11)	75	(10)
New Mexico	497	(9)	164	(9)	—	—
New York	2,826	(31)	853	(16)	224	(10)
North Carolina	1,475	(24)	403	(15)	49	(9)
North Dakota	362	(9)	209	(8)	—	—
Ohio	2,672	(70)	899	(42)	—	—
Oklahoma	1,151	(20)	606	(10)	—	—
Oregon	871	(15)	286	(16)	—	—
Pennsylvania	2,297	(47)	767	(27)	64	(10)
Rhode Island	229	(7)	53	(6)	—	—
South Carolina	798	(7)	271	(11)	—	—
South Dakota	391	(11)	264	(14)	—	—
Tennessee	1,101	(12)	355	(7)	66	(3)
Texas	4,209	(49)	1,296	(116)	385	(90)
Utah	460	(7)	191	(7)	—	—
Vermont	255	(6)	50	(3)	—	—
Virginia	1,271	(42)	376	(14)	51	(7)
Washington	1,210	(18)	491	(25)	—	—
West Virginia	640	(30)	226	(9)	—	—
Wisconsin	1,453	(27)	530	(27)	—	—
Wyoming	283	(4)	128	(7)	†	†

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Table A.3 Estimated Number of Public Schools and Respective Standard Errors, by Community Type, by State: 1993-94

United States	19,184	(263)	21,912	(377)	39,644	(310)
Alabama	256	(27)	320	(32)	698	(16)
Alaska	68	(4)	—	—	402	(6)
Arizona	485	(30)	171	(31)	401	(28)
Arkansas	169	(14)	—	—	843	(16)
California	2,227	(58)	3,248	(146)	1,844	(136)
Colorado	309	(10)	483	(38)	537	(39)
Connecticut	289	(3)	333	(14)	342	(16)
Delaware	—	—	67	(6)	87	(4)
District of Columbia	160	(5)	†	†	†	†
Florida	1,105	(135)	811	(130)	432	(28)
Georgia	366	(20)	501	(23)	856	(14)
Hawaii	85	(11)	118	(13)	—	—
Idaho	51	(9)	101	(14)	421	(15)
Illinois	952	(18)	1,346	(32)	1,587	(55)
Indiana	440	(43)	414	(52)	1,015	(22)
Iowa	260	(23)	—	—	1,126	(39)
Kansas	163	(24)	—	—	1,155	(16)
Kentucky	184	(28)	199	(33)	944	(39)
Louisiana	431	(10)	236	(12)	779	(12)
Maine	—	—	—	—	615	(19)
Maryland	187	(22)	709	(26)	289	(11)
Massachusetts	406	(4)	835	(34)	448	(35)
Michigan	635	(55)	998	(94)	1,527	(85)
Minnesota	—	—	309	(34)	1,070	(33)
Mississippi	101	(19)	146	(24)	710	(22)
Missouri	—	—	580	(61)	1,271	(43)
Montana	58	(5)	—	—	785	(12)
Nebraska	436	(46)	528	(60)	332	(55)
Nevada	165	(7)	36	(6)	164	(6)
New Hampshire	58	(11)	—	—	353	(11)
New Jersey	—	—	1,367	(85)	506	(67)
New Mexico	111	(13)	126	(18)	426	(17)
New York	1,329	(142)	1,173	(141)	1,402	(11)
North Carolina	485	(36)	215	(40)	1,227	(30)
North Dakota	64	(8)	—	—	486	(12)
Ohio	824	(101)	1,088	(126)	1,723	(157)
Oklahoma	277	(19)	250	(30)	1,237	(28)
Oregon	229	(26)	478	(42)	478	(37)
Pennsylvania	477	(90)	1,024	(108)	1,628	(76)
Rhode Island	84	(11)	142	(12)	69	(10)
South Carolina	199	(35)	183	(34)	699	(25)
South Dakota	28	(3)	—	—	615	(14)
Tennessee	361	(53)	360	(55)	801	(26)
Texas	2,222	(117)	843	(111)	2,825	(44)
Utah	142	(5)	255	(7)	278	(8)
Vermont	—	—	†	†	308	(9)
Virginia	444	(42)	465	(46)	789	(40)
Washington	494	(29)	521	(32)	791	(19)
West Virginia	—	—	—	—	649	(44)
Wisconsin	454	(60)	—	—	1,300	(33)
Wyoming	31	(2)	37	(2)	344	(9)

— too few cases for a reliable estimate
† not applicable

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

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Table A.4 Estimated Number of Public Schools and Respective Standard Errors, by School Size, by State: 1993-94

United States	23,412	(495)	33,128	(478)	24,200	(532)
Alabama	—	—	589	(41)	487	(45)
Alaska	308	(10)	121	(9)	49	(6)
Arizona	—	—	393	(50)	470	(32)
Arkansas	354	(43)	528	(37)	202	(28)
California	1,479	(210)	2,565	(194)	3,275	(243)
Colorado	403	(47)	651	(40)	275	(29)
Connecticut	—	—	597	(35)	218	(19)
Delaware	—	—	67	(5)	86	(6)
District of Columbia	—	—	107	(6)	27	(4)
Florida	219	(32)	666	(87)	1,463	(90)
Georgia	—	—	731	(57)	907	(54)
Hawaii	—	—	83	(10)	131	(9)
Idaho	263	(21)	219	(21)	91	(13)
Illinois	1,537	(109)	1,590	(96)	758	(59)
Indiana	—	—	1,028	(90)	486	(50)
Iowa	870	(69)	523	(63)	—	—
Kansas	874	(43)	446	(43)	131	(16)
Kentucky	—	—	698	(63)	366	(40)
Louisiana	274	(38)	722	(55)	450	(35)
Maine	418	(24)	253	(27)	50	(9)
Maryland	—	—	585	(34)	498	(33)
Massachusetts	621	(65)	721	(62)	347	(32)
Michigan	711	(128)	1,747	(148)	701	(114)
Minnesota	529	(59)	546	(62)	417	(56)
Mississippi	—	—	423	(39)	357	(32)
Missouri	964	(81)	698	(81)	421	(48)
Montana	669	(18)	187	(18)	34	(6)
Nebraska	1,061	(54)	163	(23)	72	(13)
Nevada	72	(10)	138	(12)	155	(8)
New Hampshire	195	(23)	157	(18)	94	(13)
New Jersey	626	(112)	967	(117)	601	(85)
New Mexico	237	(23)	267	(25)	159	(13)
New York	464	(126)	1,897	(167)	1,543	(159)
North Carolina	275	(51)	918	(73)	734	(63)
North Dakota	462	(17)	88	(13)	33	(5)
Ohio	717	(128)	2,081	(140)	838	(82)
Oklahoma	1,026	(59)	545	(52)	193	(30)
Oregon	481	(60)	497	(63)	206	(26)
Pennsylvania	606	(109)	1,208	(132)	1,315	(148)
Rhode Island	121	(11)	111	(13)	63	(8)
South Carolina	—	—	463	(48)	423	(42)
South Dakota	510	(19)	107	(13)	45	(5)
Tennessee	—	—	740	(72)	511	(55)
Texas	1,388	(185)	2,152	(175)	2,349	(177)
Utah	112	(21)	247	(22)	315	(18)
Vermont	189	(13)	111	(10)	—	—
Virginia	354	(70)	689	(80)	655	(71)
Washington	433	(65)	827	(81)	547	(52)
West Virginia	498	(44)	258	(39)	142	(19)
Wisconsin	762	(75)	914	(92)	338	(43)
Wyoming	278	(11)	101	(9)	32	(5)

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Table A.5 Estimated Number of Public Schools and Respective Standard Errors, by Level of Minority Enrollment, by State: 1993-94

United States	45,130	(486)	16,884	(495)	18,726	(358)
Alabama	441	(40)	412	(39)	421	(41)
Alaska	134	(11)	122	(10)	222	(14)
Arizona	335	(43)	352	(49)	370	(42)
Arkansas	572	(43)	272	(43)	241	(40)
California	1,554	(243)	2,232	(241)	3,533	(221)
Colorado	785	(42)	344	(50)	200	(26)
Connecticut	638	(21)	161	(19)	166	(21)
Delaware	—	—	160	(5)	0	(0)
District of Columbia	0	(0)	0	(0)	160	(5)
Florida	644	(58)	982	(56)	721	(45)
Georgia	626	(36)	509	(39)	589	(39)
Hawaii	—	—	—	—	209	(7)
Idaho	522	(12)	—	—	—	—
Illinois	2,318	(82)	732	(69)	834	(69)
Indiana	1,481	(62)	—	—	—	—
Iowa	1,415	(37)	—	—	—	—
Kansas	1,146	(38)	227	(38)	—	—
Kentucky	1,078	(52)	228	(37)	—	—
Louisiana	262	(27)	488	(33)	697	(36)
Maine	718	(7)	0	(0)	—	—
Maryland	456	(28)	306	(32)	424	(35)
Massachusetts	1,223	(45)	225	(41)	241	(23)
Michigan	2,364	(72)	—	—	514	(64)
Minnesota	1,330	(38)	—	—	—	—
Mississippi	143	(25)	315	(28)	499	(35)
Missouri	1,598	(58)	—	—	294	(47)
Montana	787	(6)	48	(7)	56	(7)
Nebraska	1,230	(45)	—	—	—	—
Nevada	171	(10)	132	(8)	62	(8)
New Hampshire	441	(4)	0	(0)	—	—
New Jersey	1,262	(136)	437	(83)	495	(105)
New Mexico	—	—	170	(21)	429	(22)
New York	2,248	(124)	389	(73)	1,267	(124)
North Carolina	642	(49)	640	(53)	645	(52)
North Dakota	525	(15)	—	—	—	—
Ohio	2,709	(153)	—	—	—	—
Oklahoma	710	(49)	788	(50)	265	(33)
Oregon	1,034	(31)	—	—	—	—
Pennsylvania	2,322	(144)	—	—	—	—
Rhode Island	213	(16)	—	—	—	—
South Carolina	—	—	502	(51)	411	(50)
South Dakota	576	(10)	—	—	—	—
Tennessee	1,012	(65)	—	—	256	(53)
Texas	1,362	(187)	2,155	(206)	2,372	(222)
Utah	584	(13)	—	—	—	—
Vermont	316	(7)	0	(0)	—	—
Virginia	831	(65)	506	(71)	361	(53)
Washington	1,234	(53)	400	(50)	172	(34)
West Virginia	865	(35)	—	—	—	—
Wisconsin	1,666	(50)	—	—	—	—
Wyoming	364	(8)	31	(6)	—	—

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Table A.6
Estimated Number of Public School Teachers in Grades K-6 and 7-12 Only and Respective Standard Errors, by State: 1993-94

United States	1,524,035	(14,194)	1,243,474	(17,148)
Alabama	27,322	(1,231)	21,324	(1,148)
Alaska	5,102	(283)	3,845	(281)
Arizona	21,713	(1,126)	17,817	(782)
Arkansas	17,756	(744)	14,515	(692)
California	132,918	(6,481)	91,797	(6,734)
Colorado	23,133	(862)	15,811	(1,667)
Connecticut	21,246	(832)	16,930	(1,009)
Delaware	3,830	(185)	3,242	(234)
District of Columbia	2,617	(168)	2,337	(182)
Florida	73,627	(2,633)	41,044	(2,814)
Georgia	47,364	(1,435)	34,242	(1,828)
Hawaii	6,883	(286)	4,538	(417)
Idaho	6,714	(288)	6,271	(422)
Illinois	64,495	(1,977)	58,043	(2,275)
Indiana	32,826	(1,520)	29,790	(1,380)
Iowa	21,994	(1,299)	18,170	(1,432)
Kansas	18,193	(764)	16,527	(1,151)
Kentucky	23,241	(934)	20,140	(1,500)
Louisiana	31,083	(854)	21,180	(960)
Maine	9,636	(531)	7,649	(591)
Maryland	26,944	(736)	19,624	(831)
Massachusetts	32,655	(1,339)	29,459	(1,357)
Michigan	48,950	(2,639)	41,368	(3,695)
Minnesota	25,639	(1,474)	23,080	(1,639)
Mississippi	16,821	(674)	15,271	(929)
Missouri	35,009	(1,814)	32,764	(1,520)
Montana	8,010	(418)	6,888	(379)
Nebraska	11,138	(820)	12,231	(690)
Nevada	8,538	(303)	4,975	(498)
New Hampshire	7,214	(535)	6,511	(494)
New Jersey	49,451	(2,806)	42,193	(2,804)
New Mexico	10,975	(604)	9,566	(572)
New York	102,902	(4,759)	87,257	(4,933)
North Carolina	42,878	(1,831)	33,939	(2,681)
North Dakota	4,833	(306)	4,650	(326)
Ohio	61,367	(3,011)	57,277	(3,657)
Oklahoma	26,239	(1,172)	21,728	(1,298)
Oregon	14,919	(840)	13,779	(919)
Pennsylvania	64,646	(3,460)	58,732	(5,176)
Rhode Island	5,931	(267)	3,792	(482)
South Carolina	23,253	(1,030)	18,985	(2,142)
South Dakota	6,702	(322)	5,876	(279)
Tennessee	27,366	(1,294)	22,499	(1,247)
Texas	136,082	(5,494)	106,934	(8,934)
Utah	11,238	(334)	9,008	(571)
Vermont	4,447	(232)	3,816	(252)
Virginia	39,176	(2,364)	30,794	(2,758)
Washington	28,221	(1,544)	23,299	(1,418)
West Virginia	11,776	(741)	11,250	(833)
Wisconsin	34,748	(1,634)	36,526	(2,015)
Wyoming	4,276	(255)	4,188	(313)

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table A.7 Estimated Number of Elementary and Secondary Public School Teachers, and Respective Standard Errors, by State: 1993-94

United States	1,331,281	(17,012)	1,230,013	(18,912)
Alabama	23,273	(1,285)	21,518	(1,274)
Alaska	4,714	(261)	3,438	(278)
Arizona	20,773	(1,130)	16,827	(837)
Arkansas	16,014	(883)	14,608	(687)
California	117,827	(7,501)	91,205	(7,167)
Colorado	19,372	(780)	16,351	(1,756)
Connecticut	18,831	(829)	16,635	(1,033)
Delaware	3,535	(212)	3,492	(276)
District of Columbia	2,743	(174)	2,442	(172)
Florida	63,470	(3,205)	43,064	(3,082)
Georgia	38,673	(1,888)	36,234	(2,271)
Hawaii	6,587	(286)	4,549	(415)
Idaho	6,035	(318)	6,131	(460)
Illinois	59,402	(1,679)	52,108	(2,240)
Indiana	28,687	(1,475)	29,045	(1,421)
Iowa	18,237	(1,400)	17,624	(1,551)
Kansas	15,395	(738)	15,769	(1,142)
Kentucky	21,104	(1,450)	20,467	(1,590)
Louisiana	27,426	(978)	21,522	(1,173)
Maine	8,836	(510)	6,822	(491)
Maryland	23,778	(883)	20,084	(794)
Massachusetts	29,667	(1,651)	28,749	(1,493)
Michigan	41,908	(2,944)	41,380	(3,880)
Minnesota	23,538	(1,578)	20,611	(1,490)
Mississippi	14,831	(703)	15,020	(956)
Missouri	31,318	(1,556)	31,136	(1,734)
Montana	6,932	(393)	5,919	(384)
Nebraska	9,598	(769)	10,813	(654)
Nevada	7,554	(404)	5,269	(505)
New Hampshire	6,069	(509)	6,230	(495)
New Jersey	43,697	(3,082)	40,239	(2,858)
New Mexico	9,294	(617)	9,971	(648)
New York	91,677	(5,679)	87,024	(5,761)
North Carolina	36,378	(2,425)	35,927	(3,028)
North Dakota	4,401	(297)	4,003	(302)
Ohio	55,175	(3,132)	56,343	(3,587)
Oklahoma	22,465	(1,236)	19,755	(1,270)
Oregon	12,713	(874)	12,993	(887)
Pennsylvania	55,459	(3,032)	59,112	(5,639)
Rhode Island	5,624	(284)	3,593	(459)
South Carolina	20,618	(1,285)	19,005	(2,279)
South Dakota	5,380	(317)	5,199	(279)
Tennessee	25,189	(1,302)	22,473	(1,254)
Texas	112,208	(6,893)	111,592	(9,621)
Utah	10,810	(329)	9,075	(580)
Vermont	3,869	(216)	3,458	(226)
Virginia	32,796	(2,073)	32,141	(2,962)
Washington	25,063	(1,650)	23,389	(1,431)
West Virginia	10,290	(615)	11,183	(793)
Wisconsin	28,391	(1,614)	34,567	(1,844)
Wyoming	3,660	(234)	3,908	(312)

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

B

Standard Errors for Tables

Estimates found in the tables of this report are based on samples and are subject to sampling variability. In order to make inferences about the larger population which the samples represent, the accuracy of all statistics and estimates were checked.

Standard errors were estimated using a balanced repeated replications procedure that incorporates the design features of the stratified, clustered sample. The standard errors provide indications of the accuracy of each estimate. If all possible samples of the same size were surveyed under the same conditions, an interval of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the universe value in approximately 95 percent of the cases. Note, however, that the standard errors do not take into account the effects of biases due to item nonresponse, measurement error, data processing error, or other systematic error. Estimates with large standard errors (coefficient of variation greater than 30 percent) should be interpreted with caution.

Table B.1.1 Percentage of Public Schools by Level of School, by State: 1993-94

United States	0.2	0.2	0.2
Alabama	1.5	0.5	1.5
Alaska	2.0	0.8	2.1
Arizona	0.8	0.8	0.3
Arkansas	0.7	0.7	0.2
California	1.5	0.6	1.5
Colorado	1.4	1.3	0.5
Connecticut	1.3	1.3	0.3
Delaware	1.7	1.1	1.8
District of Columbia	2.5	2.1	3.2
Florida	1.2	1.3	0.4
Georgia	0.7	0.4	0.7
Hawaii	0.1	1.2	1.2
Idaho	1.6	0.8	1.7
Illinois	1.1	0.9	0.6
Indiana	0.5	0.4	0.3
Iowa	1.6	1.4	0.9
Kansas	0.9	0.7	0.7
Kentucky	1.7	1.6	2.1
Louisiana	0.6	0.8	0.7
Maine	0.4	0.5	0.5
Maryland	0.6	0.4	0.3
Massachusetts	0.3	0.4	0.2
Michigan	0.8	0.8	0.2
Minnesota	2.5	1.9	1.6
Mississippi	0.9	0.8	0.7
Missouri	1.3	0.5	1.2
Montana	0.8	0.8	0.0
Nebraska	1.5	1.2	1.2
Nevada	1.4	1.2	1.4
New Hampshire	1.6	1.0	1.8
New Jersey	0.5	0.5	0.5
New Mexico	1.4	1.4	0.2
New York	0.5	0.4	0.3
North Carolina	0.7	0.7	0.5
North Dakota	1.1	1.2	0.8
Ohio	1.0	1.3	0.9
Oklahoma	0.7	0.7	0.2
Oregon	1.3	1.3	0.7
Pennsylvania	0.8	0.9	0.3
Rhode Island	0.5	1.9	1.9
South Carolina	0.8	0.9	0.4
South Dakota	1.7	1.6	0.5
Tennessee	0.4	0.4	0.2
Texas	1.0	1.9	1.5
Utah	0.8	0.8	0.7
Vermont	1.0	1.0	1.4
Virginia	1.0	1.0	0.4
Washington	0.8	1.4	1.2
West Virginia	1.5	1.2	0.8
Wisconsin	1.3	1.3	0.5
Wyoming	1.2	1.2	0.0

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Table B.1.2 Percentage of Public Schools by Community Type, by State: 1993-94

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
United States	0.3	0.5	0.5	0.5
Alabama	2.2	2.5	2.3	2.5
Alaska	0.8	0.6	2.2	2.4
Arizona	2.8	3.0	3.3	3.5
Arkansas	1.3	1.8	4.1	3.9
California	0.9	1.9	2.5	2.5
Colorado	0.8	2.9	3.2	2.8
Connecticut	0.4	1.5	2.1	2.0
Delaware	2.2	3.3	3.1	3.1
District of Columbia	0.0	0.0	0.0	0.0
Florida	5.6	5.6	1.3	1.5
Georgia	1.2	1.4	1.6	1.7
Hawaii	4.8	5.4	1.5	2.8
Idaho	1.6	2.5	2.7	3.6
Illinois	0.5	0.8	1.6	1.9
Indiana	2.3	2.8	3.3	3.3
Iowa	1.6	2.1	3.5	3.8
Kansas	1.7	1.8	1.8	2.1
Kentucky	2.1	2.5	3.5	3.4
Louisiana	0.7	0.9	2.5	2.5
Maine	1.6	2.0	4.2	4.3
Maryland	1.8	2.2	1.3	1.6
Massachusetts	0.3	2.0	2.2	2.0
Michigan	1.8	2.9	3.0	3.7
Minnesota	2.1	2.2	2.9	3.1
Mississippi	2.0	2.4	3.4	3.3
Missouri	2.3	3.0	2.8	3.3
Montana	0.6	1.1	2.1	2.3
Nebraska	1.0	0.8	3.4	3.3
Nevada	1.8	1.6	1.7	2.1
New Hampshire	2.6	2.1	4.9	5.0
New Jersey	3.6	3.5	3.1	2.3
New Mexico	1.9	2.7	4.2	4.0
New York	3.6	3.6	2.1	2.1
North Carolina	1.8	2.1	3.4	3.2
North Dakota	1.4	1.3	2.0	2.4
Ohio	2.9	3.4	3.1	4.1
Oklahoma	1.1	1.7	2.3	2.3
Oregon	2.2	3.5	3.4	3.5
Pennsylvania	2.9	3.4	3.1	2.2
Rhode Island	3.8	4.1	3.3	1.3
South Carolina	3.3	3.1	4.0	4.1
South Dakota	0.5	0.6	1.8	2.2
Tennessee	3.5	3.6	3.2	3.3
Texas	1.9	1.9	2.9	3.0
Utah	0.6	0.9	2.4	2.5
Vermont	1.3	—	4.2	4.3
Virginia	2.5	2.7	2.6	2.8
Washington	1.6	1.7	2.7	2.8
West Virginia	3.2	3.0	3.2	4.7
Wisconsin	3.0	2.9	3.0	3.0
Wyoming	0.6	0.6	3.5	3.5

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Table B.1.3
Percentage of Public Schools Students by Community Type, by State: 1993-94

United States	0.6	0.7	0.5	0.4
Alabama	2.4	2.9	2.3	2.1
Alaska	2.5	2.0	2.7	2.1
Arizona	2.8	2.6	2.2	1.4
Arkansas	1.5	2.1	4.4	3.3
California	2.2	2.6	2.1	1.3
Colorado	1.6	2.0	2.9	2.0
Connecticut	1.0	1.9	2.2	1.3
Delaware	2.9	4.1	2.7	2.8
District of Columbia	0.0	0.0	0.0	0.0
Florida	5.2	5.5	1.2	1.4
Georgia	1.2	1.6	1.7	1.7
Hawaii	5.1	5.7	1.4	3.5
Idaho	2.3	2.7	2.8	2.6
Illinois	1.4	1.3	1.5	1.3
Indiana	2.0	2.8	2.9	2.8
Iowa	2.5	2.7	3.1	3.4
Kansas	1.9	2.8	1.9	2.5
Kentucky	2.9	2.7	3.7	3.5
Louisiana	1.3	1.6	2.9	2.2
Maine	2.9	2.2	4.4	3.2
Maryland	1.7	2.0	1.3	1.2
Massachusetts	1.5	2.0	1.9	1.7
Michigan	2.3	2.9	3.2	2.7
Minnesota	3.0	3.2	3.0	2.6
Mississippi	2.0	3.0	3.1	3.1
Missouri	2.2	2.7	2.7	2.7
Montana	1.1	1.5	2.9	2.3
Nebraska	2.5	2.0	4.1	3.4
Nevada	2.3	2.0	2.0	1.9
New Hampshire	3.4	2.2	4.3	2.6
New Jersey	4.2	3.5	2.8	2.2
New Mexico	2.9	2.4	3.5	2.0
New York	3.4	3.0	2.1	1.9
North Carolina	2.3	2.6	3.1	3.2
North Dakota	3.4	2.6	2.8	2.5
Ohio	3.0	2.8	2.1	2.9
Oklahoma	2.0	2.8	2.4	2.3
Oregon	2.4	3.6	3.3	1.7
Pennsylvania	2.8	3.5	2.9	1.5
Rhode Island	3.3	5.0	3.7	1.2
South Carolina	2.5	4.0	3.7	2.5
South Dakota	1.2	1.4	2.5	2.5
Tennessee	3.9	3.6	3.1	3.2
Texas	2.9	2.6	2.6	2.0
Utah	1.6	1.5	2.0	1.6
Vermont	1.7	0.0	2.9	2.8
Virginia	3.4	3.1	2.1	2.4
Washington	2.1	2.4	2.1	2.0
West Virginia	3.1	2.8	3.4	4.4
Wisconsin	4.1	3.5	3.0	2.8
Wyoming	1.3	1.3	2.7	2.2

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Table B.1.4 Percentage of Public School Students by Level of School Minority Enrollment, by State: 1993-94

United States	0.6	0.6	0.4
Alabama	2.9	3.0	3.2
Alaska	2.3	2.3	2.8
Arizona	4.0	4.7	3.9
Arkansas	3.9	3.9	3.7
California	3.3	3.4	3.2
Colorado	3.1	3.7	2.0
Connecticut	2.0	1.9	2.2
Delaware	2.3	2.3	0.0
District of Columbia	0.0	0.0	0.0
Florida	2.4	2.4	1.8
Georgia	2.1	2.2	2.3
Hawaii	0.9	2.8	2.8
Idaho	2.2	2.0	0.7
Illinois	1.9	1.8	1.7
Indiana	3.4	2.8	2.5
Iowa	1.9	1.9	0.3
Kansas	2.7	2.6	1.7
Kentucky	2.8	2.7	1.1
Louisiana	1.7	2.4	2.5
Maine	#	0.0	#
Maryland	2.4	2.7	2.9
Massachusetts	2.7	2.5	1.3
Michigan	2.2	2.3	2.0
Minnesota	2.2	1.7	1.7
Mississippi	2.5	3.0	3.7
Missouri	3.0	2.0	2.4
Montana	0.4	0.8	0.8
Nebraska	1.4	1.3	0.4
Nevada	2.7	2.1	2.3
New Hampshire	0.8	0.0	0.8
New Jersey	6.0	3.8	4.8
New Mexico	2.8	3.3	3.4
New York	3.1	1.9	3.1
North Carolina	2.3	2.9	2.7
North Dakota	1.8	1.4	1.4
Ohio	3.9	2.5	3.4
Oklahoma	2.8	3.0	1.9
Oregon	2.6	2.3	1.9
Pennsylvania	4.4	4.1	2.9
Rhode Island	5.1	3.2	4.2
South Carolina	3.7	4.7	4.7
South Dakota	1.7	1.3	1.5
Tennessee	4.4	3.7	3.4
Texas	3.2	3.5	3.7
Utah	2.1	2.3	1.2
Vermont	0.7	0.0	0.7
Virginia	3.8	4.3	3.0
Washington	3.2	2.7	2.1
West Virginia	1.8	1.6	1.0
Wisconsin	2.4	2.3	2.1
Wyoming	1.9	1.5	1.6

less than 0.05%

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Table B.1.5
Percentage of Public Schools Students by Race-Ethnicity, by State: 1993-94

United States	0.4	0.3	0.4	0.1	#	0.4
Alabama	2.0	2.1	0.1	0.1	0.1	2.0
Alaska	1.4	0.2	0.1	0.2	1.5	1.4
Arizona	2.1	0.4	1.9	0.1	0.5	2.1
Arkansas	2.3	2.3	0.1	0.1	0.1	2.3
California	1.9	0.7	1.8	1.0	0.1	1.9
Colorado	1.2	0.7	1.0	0.2	0.1	1.2
Connecticut	1.3	1.1	0.6	0.1	#	1.3
Delaware	0.6	0.6	0.3	0.1	#	0.6
District of Columbia	0.5	1.7	1.3	0.2	#	0.5
Florida	1.6	1.5	1.1	0.1	#	1.6
Georgia	1.5	1.5	0.3	0.1	#	1.5
Hawaii	1.7	0.4	0.3	2.0	0.1	1.7
Idaho	0.8	#	0.8	0.1	0.2	0.8
Illinois	1.5	1.9	1.2	0.2	#	1.5
Indiana	1.5	1.4	0.3	0.1	#	1.5
Iowa	0.8	0.6	0.3	0.2	0.1	0.8
Kansas	1.0	0.7	0.8	0.1	0.1	1.0
Kentucky	0.9	0.8	0.1	0.1	#	0.9
Louisiana	1.5	1.6	0.1	0.2	0.1	1.5
Maine	0.2	0.1	0.1	0.1	#	0.2
Maryland	1.7	1.8	0.3	0.3	#	1.7
Massachusetts	1.2	0.8	0.8	0.1	#	1.2
Michigan	2.3	2.4	0.5	0.2	0.1	2.3
Minnesota	1.3	0.8	0.3	0.4	0.3	1.3
Mississippi	2.1	2.1	0.0	0.3	0.1	2.1
Missouri	1.8	1.4	0.3	0.6	0.1	1.8
Montana	0.9	0.0	0.1	0.1	0.9	0.9
Nebraska	0.8	0.5	0.4	0.1	0.2	0.8
Nevada	1.3	0.7	0.9	0.2	0.2	1.3
New Hampshire	0.6	0.3	0.1	0.3	#	0.6
New Jersey	3.6	2.6	2.3	0.4	#	3.6
New Mexico	1.7	0.2	1.8	0.3	0.8	1.7
New York	2.5	1.9	1.4	1.1	0.1	2.5
North Carolina	1.5	1.5	0.1	0.1	0.2	1.5
North Dakota	0.9	0.1	0.4	0.1	0.8	0.9
Ohio	2.0	1.9	0.3	0.1	#	2.0
Oklahoma	1.2	1.1	0.3	0.1	0.5	1.2
Oregon	1.3	0.8	0.7	0.2	0.4	1.3
Pennsylvania	3.2	3.0	0.7	0.2	0.0	3.2
Rhode Island	2.1	0.8	1.2	0.6	0.1	2.1
South Carolina	2.4	2.3	0.3	0.1	0.0	2.4
South Dakota	1.2	0.1	0.0	0.0	1.2	1.2
Tennessee	2.9	2.9	0.0	0.1	#	2.8
Texas	2.2	0.9	2.4	0.2	#	2.2
Utah	0.5	0.1	0.2	0.2	0.3	0.5
Vermont	0.8	0.5	0.0	0.3	#	0.8
Virginia	1.8	2.0	0.6	0.4	#	1.8
Washington	1.2	0.3	0.8	0.4	0.2	1.2
West Virginia	0.6	0.6	0.0	0.1	0.0	0.6
Wisconsin	1.8	1.7	0.5	0.3	0.2	1.8
Wyoming	0.8	0.1	0.3	0.0	0.8	0.8

# less than 0.05%

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

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Table B.1.6 Percentage of Minority Students, Teachers, and Principals in Public Schools, by State: 1993-94

	[illegible]	[illegible]	Minority Principals
United States	0.4	0.3	0.5
Alabama	2.0	1.7	3.0
Alaska	1.4	1.1	2.2
Arizona	2.1	1.3	3.2
Arkansas	2.3	1.9	2.9
California	1.9	1.5	2.7
Colorado	1.2	1.1	2.8
Connecticut	1.3	0.6	1.3
Delaware	0.6	1.1	3.4
District of Columbia	0.5	2.3	0.0
Florida	1.6	1.5	2.7
Georgia	1.5	1.2	2.7
Hawaii	1.7	1.5	3.3
Idaho	0.8	0.5	0.8
Illinois	1.5	1.1	1.5
Indiana	1.5	0.7	2.6
Iowa	0.8	0.4	1.5
Kansas	1.0	0.5	1.4
Kentucky	0.9	1.0	1.8
Louisiana	1.5	1.7	2.3
Maine	0.2	0.3	#
Maryland	1.7	1.4	2.4
Massachusetts	1.2	0.8	1.8
Michigan	2.3	1.7	2.7
Minnesota	1.3	0.5	1.6
Mississippi	2.1	1.7	3.6
Missouri	1.8	1.2	1.9
Montana	0.9	0.6	1.2
Nebraska	0.8	0.2	2.4
Nevada	1.3	1.1	2.8
New Hampshire	0.6	0.4	0.6
New Jersey	3.6	1.6	3.5
New Mexico	1.7	2.0	3.4
New York	2.5	2.1	2.8
North Carolina	1.5	1.8	2.3
North Dakota	0.9	0.4	0.3
Ohio	2.0	1.6	2.5
Oklahoma	1.2	1.1	1.7
Oregon	1.3	0.7	2.2
Pennsylvania	3.2	1.5	3.4
Rhode Island	2.1	0.8	0.9
South Carolina	2.4	1.8	4.1
South Dakota	1.2	0.2	1.0
Tennessee	2.9	1.7	3.0
Texas	2.2	1.4	2.8
Utah	0.5	0.6	1.4
Vermont	0.8	0.8	0.4
Virginia	1.8	1.9	3.0
Washington	1.2	0.6	1.9
West Virginia	0.6	0.4	1.4
Wisconsin	1.8	0.6	2.0
Wyoming	0.8	0.5	0.4

# less than 0.05%

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School, Public School Teacher, and Public School Principal Questionnaires)

Table B.1.7
Percentage of Public Schools Students Who Are Minority by Community Type, by State: 1993-94

[illegible]	[illegible]	[illegible]	[illegible]
United States	0.9	0.8	0.4
Alabama	6.1	3.5	2.0
Alaska	1.5	—	2.1
Arizona	2.5	4.1	4.4
Arkansas	3.9	—	2.9
California	3.1	2.6	4.2
Colorado	2.8	1.5	1.9
Connecticut	3.5	1.6	0.2
Delaware	—	0.7	1.0
District of Columbia	0.5	0.0	0.0
Florida	2.5	4.3	2.6
Georgia	5.2	3.4	1.6
Hawaii	2.9	2.2	3.5
Idaho	1.1	0.8	1.2
Illinois	3.0	1.8	1.1
Indiana	4.7	3.2	0.2
Iowa	2.1	1.2	0.5
Kansas	6.3	3.5	0.9
Kentucky	3.0	2.8	0.7
Louisiana	3.4	3.4	1.8
Maine	—	—	0.2
Maryland	4.6	2.1	1.2
Massachusetts	3.5	1.6	2.0
Michigan	6.6	3.9	0.7
Minnesota	—	2.4	0.9
Mississippi	4.9	5.3	2.4
Missouri	—	3.4	0.9
Montana	1.0	0.7	1.3
Nebraska	2.7	—	0.7
Nevada	1.8	6.7	1.1
New Hampshire	—	0.4	0.2
New Jersey	8.0	2.9	2.8
New Mexico	3.3	2.5	2.3
New York	2.9	2.4	1.4
North Carolina	3.3	4.4	1.9
North Dakota	0.7	—	1.3
Ohio	4.6	3.0	1.0
Oklahoma	3.3	3.1	0.8
Oregon	3.7	0.9	2.3
Pennsylvania	9.7	5.5	1.1
Rhode Island	5.0	2.1	—
South Carolina	4.2	4.4	2.6
South Dakota	0.5	—	1.5
Tennessee	6.1	2.2	2.1
Texas	3.4	4.1	3.3
Utah	1.4	0.3	0.9
Vermont	—	0.0	0.8
Virginia	3.5	3.4	2.9
Washington	2.8	0.9	2.0
West Virginia	—	0.4	0.7
Wisconsin	4.9	2.2	0.3
Wyoming	0.3	1.6	1.1

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

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Table B.1.8
Average Enrollment of Public Elementary, Secondary, and Combined Schools, by State: 1993-94

United States	5	7	11
Alabama	30	28	28
Alaska	15	49	6
Arizona	25	45	—
Arkansas	21	22	—
California	24	59	26
Colorado	16	78	—
Connecticut	13	54	—
Delaware	20	58	—
District of Columbia	10	51	—
Florida	24	85	32
Georgia	16	36	31
Hawaii	25	160	—
Idaho	19	38	—
Illinois	13	39	50
Indiana	17	32	—
Iowa	17	35	—
Kansas	16	22	—
Kentucky	19	60	—
Louisiana	14	33	22
Maine	17	28	—
Maryland	11	28	—
Massachusetts	15	28	—
Michigan	25	32	17
Minnesota	26	32	—
Mississippi	23	36	46
Missouri	24	30	25
Montana	13	13	—
Nebraska	13	23	—
Nevada	19	97	—
New Hampshire	27	52	—
New Jersey	29	45	20
New Mexico	20	53	—
New York	31	39	30
North Carolina	17	48	—
North Dakota	14	20	—
Ohio	18	33	—
Oklahoma	16	19	—
Oregon	24	49	—
Pennsylvania	24	70	—
Rhode Island	17	68	—
South Carolina	32	37	—
South Dakota	13	18	—
Tennessee	25	45	55
Texas	18	60	9
Utah	20	44	21
Vermont	17	37	—
Virginia	28	49	—
Washington	23	32	—
West Virginia	18	33	—
Wisconsin	19	26	—
Wyoming	12	35	0

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Table B.1.9 Public School Student/Teacher Ratios by Grades, by State: 1993-94

United States	+	+	0.1
Alabama	0.1	0.1	#
Alaska	0.1	0.1	0.1
Arizona	0.1	0.1	0.5
Arkansas	0.1	0.1	0.7
California	0.1	0.1	0.1
Colorado	0.1	0.1	0.6
Connecticut	0.1	0.1	0.5
Delaware	+	+	0.2
District of Columbia	+	+	#
Florida	+	+	#
Georgia	0.1	0.1	0.1
Hawaii	+	+	#
Idaho	0.1	0.1	0.2
Illinois	0.2	0.2	0.8
Indiana	0.1	0.1	0.4
Iowa	0.1	0.1	0.5
Kansas	0.1	0.1	0.5
Kentucky	0.1	0.1	1.6
Louisiana	+	+	#
Maine	0.1	0.1	0.8
Maryland	+	+	0.1
Massachusetts	0.2	0.2	0.9
Michigan	0.1	0.2	0.5
Minnesota	0.2	0.2	0.9
Mississippi	0.1	0.1	0.1
Missouri	0.1	0.1	0.4
Montana	0.2	0.2	1.1
Nebraska	0.2	0.2	1.7
Nevada	+	+	0.2
New Hampshire	0.1	0.1	0.6
New Jersey	0.1	0.2	0.9
New Mexico	+	0.1	0.2
New York	0.1	0.1	0.8
North Carolina	0.1	0.1	0.1
North Dakota	0.2	0.2	0.6
Ohio	0.1	0.1	0.5
Oklahoma	0.1	0.1	0.3
Oregon	0.1	0.1	0.5
Pennsylvania	0.1	0.1	0.5
Rhode Island	+	+	0.1
South Carolina	+	0.1	0.3
South Dakota	0.1	0.1	0.5
Tennessee	0.1	0.1	0.2
Texas	0.1	0.1	0.3
Utah	+	+	0.2
Vermont	0.1	0.2	0.7
Virginia	0.1	0.1	0.3
Washington	0.1	0.1	0.5
West Virginia	+	+	#
Wisconsin	0.1	0.1	0.4
Wyoming	0.1	0.1	0.2

# less than 0.05%

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire for Public School Districts)

Standard Errors

Table B.1.10
Percentage of Public Elementary and Secondary Schools Providing, and Percentage of Students Receiving, Chapter I Services, by State: 1993-94

United States	0.7	0.7	0.6	0.3
Alabama	5.3	3.9	2.6	—
Alaska	3.5	6.2	1.4	—
Arizona	6.0	4.3	2.9	1.0
Arkansas	2.4	4.9	2.6	1.7
California	4.5	3.8	3.5	1.8
Colorado	4.3	5.2	0.8	—
Connecticut	3.9	4.8	0.7	0.6
Delaware	3.0	—	1.0	—
District of Columbia	4.4	—	3.7	—
Florida	4.1	3.0	2.2	—
Georgia	4.2	2.1	2.0	0.2
Hawaii	5.0	—	1.5	—
Idaho	2.9	5.1	1.2	0.8
Illinois	2.9	5.6	1.2	1.4
Indiana	5.4	3.5	2.1	0.3
Iowa	4.9	5.1	1.2	—
Kansas	3.9	2.8	2.0	—
Kentucky	4.7	5.7	2.2	1.0
Louisiana	3.6	2.5	2.0	—
Maine	3.5	5.6	1.2	—
Maryland	4.1	1.4	1.7	—
Massachusetts	3.6	3.2	1.2	0.4
Michigan	5.9	3.7	3.0	1.8
Minnesota	4.3	5.3	1.5	—
Mississippi	2.5	6.1	3.0	4.6
Missouri	4.9	4.4	2.4	—
Montana	4.4	4.0	0.9	0.9
Nebraska	5.6	5.2	1.2	0.5
Nevada	4.5	—	0.8	—
New Hampshire	3.8	8.3	1.0	—
New Jersey	5.2	6.1	2.3	1.9
New Mexico	4.7	4.8	2.8	1.0
New York	3.8	2.7	2.6	1.6
North Carolina	3.7	4.3	1.6	—
North Dakota	5.0	4.3	0.9	0.9
Ohio	4.9	2.6	1.6	0.4
Oklahoma	3.5	3.7	1.2	0.9
Oregon	4.9	4.9	1.3	1.7
Pennsylvania	3.4	6.2	2.9	1.1
Rhode Island	4.7	—	1.1	—
South Carolina	5.3	4.5	2.2	—
South Dakota	4.0	4.0	1.5	2.5
Tennessee	4.3	2.8	2.4	—
Texas	3.8	4.2	2.2	2.5
Utah	3.4	3.7	1.4	1.0
Vermont	5.1	—	0.7	—
Virginia	5.2	2.5	1.7	—
Washington	5.4	4.0	1.7	0.3
West Virginia	5.8	5.1	2.1	—
Wisconsin	4.2	4.5	2.8	1.3
Wyoming	4.2	5.8	1.0	0.5

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Table B.1.11 Percentage of Public Elementary and Secondary Schools and Students Participating in Free or Reduced Price Lunch Programs, by State: 1993-94

United States	0.6	0.6	0.7	0.4
Alabama	2.3	1.0	3.9	1.4
Alaska	1.8	9.7	2.1	1.1
Arizona	2.7	3.6	3.0	1.7
Arkansas	0.5	0.9	2.1	2.2
California	2.8	4.4	3.4	1.8
Colorado	2.5	10.3	2.1	1.1
Connecticut	4.0	3.9	1.2	1.4
Delaware	0.0	0.0	1.4	1.2
District of Columbia	1.5	4.1	2.5	3.6
Florida	1.2	4.9	2.3	1.4
Georgia	1.6	2.7	2.3	1.5
Hawaii	1.0	0.0	2.3	3.6
Idaho	2.2	2.0	1.9	0.9
Illinois	2.2	2.4	2.0	2.2
Indiana	2.4	2.5	2.3	1.0
Iowa	2.7	3.5	1.6	2.4
Kansas	1.6	1.5	1.8	1.0
Kentucky	1.3	4.3	2.1	2.3
Louisiana	1.3	3.4	2.1	2.4
Maine	3.4	6.5	1.6	2.1
Maryland	1.2	2.0	1.9	1.2
Massachusetts	1.8	1.1	2.2	0.9
Michigan	5.4	2.0	2.8	2.1
Minnesota	3.8	2.8	2.2	2.0
Mississippi	3.0	6.3	2.6	3.5
Missouri	1.7	3.1	2.7	1.4
Montana	4.1	2.7	1.5	1.6
Nebraska	5.1	3.0	2.5	2.3
Nevada	2.1	7.6	2.0	1.0
New Hampshire	3.9	4.5	1.6	1.2
New Jersey	3.8	2.4	4.2	2.1
New Mexico	4.1	1.6	2.7	2.1
New York	3.0	2.1	3.9	1.6
North Carolina	0.0	3.1	1.8	2.0
North Dakota	5.0	3.7	1.8	1.9
Ohio	4.6	2.5	3.7	1.3
Oklahoma	1.0	2.2	2.2	1.8
Oregon	4.1	4.3	2.3	1.1
Pennsylvania	4.2	6.6	4.8	3.1
Rhode Island	2.4	8.4	2.7	1.9
South Carolina	3.2	5.1	3.3	1.9
South Dakota	3.0	2.6	1.8	2.3
Tennessee	1.9	4.3	2.7	2.0
Texas	0.7	1.3	2.6	2.6
Utah	1.6	2.4	1.3	0.9
Vermont	7.1	5.8	1.8	1.9
Virginia	3.5	5.6	2.1	2.3
Washington	3.7	3.8	2.2	1.1
West Virginia	2.2	3.7	2.3	1.5
Wisconsin	2.0	3.1	3.0	1.4
Wyoming	5.1	4.2	1.5	1.0

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Table B.1.12 Percentage of Public Elementary and Combined Schools With Available Extended-day Programs, and Percentage of Students Participating (in Schools Offering and Overall), by State: 1993-94

[redacted]	[redacted]	[redacted]	[redacted]
United States	0.8	0.5	0.2
Alabama	5.0	1.7	0.7
Alaska	2.0	1.6	0.6
Arizona	4.7	1.3	0.8
Arkansas	2.8	—	0.5
California	3.8	3.0	1.2
Colorado	2.6	0.8	0.3
Connecticut	4.1	1.4	0.6
Delaware	4.4	0.6	0.3
District of Columbia	5.1	0.6	0.5
Florida	4.1	1.0	0.7
Georgia	3.9	0.7	0.4
Hawaii	4.1	0.9	1.1
Idaho	3.6	1.1	0.2
Illinois	2.3	1.6	0.5
Indiana	6.6	0.5	0.4
Iowa	3.9	1.1	0.5
Kansas	3.1	1.4	0.5
Kentucky	4.7	2.1	1.2
Louisiana	2.6	2.0	0.6
Maine	3.5	—	0.6
Maryland	3.9	1.2	0.7
Massachusetts	4.2	1.0	0.5
Michigan	4.0	—	0.9
Minnesota	6.0	1.1	0.6
Mississippi	2.8	2.0	0.5
Missouri	5.2	3.2	1.9
Montana	2.5	0.6	0.2
Nebraska	1.2	—	0.5
Nevada	3.7	0.3	0.3
New Hampshire	3.5	0.9	0.4
New Jersey	6.5	0.9	0.7
New Mexico	4.0	1.1	0.4
New York	4.4	2.1	0.9
North Carolina	3.9	0.7	0.6
North Dakota	2.9	1.1	0.4
Ohio	5.2	1.1	0.5
Oklahoma	3.6	1.9	0.6
Oregon	5.8	0.7	0.5
Pennsylvania	4.2	0.9	0.3
Rhode Island	2.6	—	0.2
South Carolina	5.8	0.9	0.6
South Dakota	1.6	—	0.2
Tennessee	5.0	1.1	0.5
Texas	3.8	2.6	0.8
Utah	2.1	—	0.2
Vermont	4.1	0.9	0.4
Virginia	4.0	1.1	0.5
Washington	4.4	0.5	0.3
West Virginia	3.2	—	0.6
Wisconsin	5.1	1.1	0.4
Wyoming	2.3	—	1.1

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Table B.1.13 Percentage of Public Elementary and Combined Schools Reporting Available Extended-day Programs by Community Type, by State: 1993-94

United States	1.8	1.7	0.9
Alabama	—	—	5.2
Alaska	8.9	—	1.9
Arizona	5.3	—	7.5
Arkansas	12.0	—	2.0
California	6.5	5.9	7.4
Colorado	—	6.7	4.4
Connecticut	—	6.7	7.3
Delaware	—	—	—
District of Columbia	5.1	0.0	0.0
Florida	4.8	6.9	7.8
Georgia	8.5	6.1	5.9
Hawaii	9.3	3.1	0.0
Idaho	—	—	4.7
Illinois	5.6	4.0	1.5
Indiana	—	8.8	8.8
Iowa	—	—	3.5
Kansas	—	—	3.4
Kentucky	11.7	—	6.1
Louisiana	8.2	6.9	2.1
Maine	—	—	3.4
Maryland	—	4.9	7.4
Massachusetts	—	5.3	—
Michigan	—	9.4	5.3
Minnesota	—	9.0	7.5
Mississippi	—	—	2.9
Missouri	7.7	9.6	5.4
Montana	—	—	2.2
Nebraska	—	—	0.8
Nevada	5.2	—	6.1
New Hampshire	—	—	3.8
New Jersey	—	8.0	—
New Mexico	—	—	4.9
New York	9.8	8.9	4.5
North Carolina	5.9	—	5.6
North Dakota	—	—	3.0
Ohio	9.8	—	5.3
Oklahoma	—	—	3.5
Oregon	—	8.2	6.0
Pennsylvania	—	6.8	7.2
Rhode Island	—	2.9	—
South Carolina	—	—	6.9
South Dakota	—	—	1.0
Tennessee	—	—	6.4
Texas	6.1	10.5	3.5
Utah	—	1.4	3.7
Vermont	—	0.0	4.2
Virginia	7.9	—	2.6
Washington	9.5	—	4.6
West Virginia	—	—	3.1
Wisconsin	—	—	5.8
Wyoming	—	—	1.7

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Table B.1.14 Percentage of Public Elementary and Combined Schools Reporting Available Extended-day Programs, by Enrollment Size, by State: 1993-94

United States	1.1	1.4	1.8
Alabama	—	7.3	6.4
Alaska	1.9	4.6	—
Arizona	—	7.8	6.4
Arkansas	—	4.7	—
California	6.4	7.9	6.6
Colorado	—	4.5	—
Connecticut	0.0	4.8	—
Delaware	—	—	—
District of Columbia	—	4.9	—
Florida	—	7.0	5.0
Georgia	—	4.4	5.9
Hawaii	—	6.0	3.3
Idaho	6.0	6.1	—
Illinois	3.8	3.9	—
Indiana	—	9.2	11.4
Iowa	3.8	7.0	—
Kansas	4.1	5.5	—
Kentucky	—	6.0	—
Louisiana	—	4.7	5.7
Maine	4.3	5.1	—
Maryland	—	5.6	4.4
Massachusetts	—	7.2	—
Michigan	0.5	5.7	—
Minnesota	—	9.7	—
Mississippi	—	5.1	4.6
Missouri	6.1	8.9	12.9
Montana	3.3	4.5	—
Nebraska	0.0	—	—
Nevada	0.0	6.9	5.1
New Hampshire	—	5.1	—
New Jersey	8.9	9.1	—
New Mexico	—	6.0	—
New York	12.0	7.2	6.9
North Carolina	—	5.8	7.7
North Dakota	3.2	—	—
Ohio	—	8.2	—
Oklahoma	6.3	6.1	—
Oregon	—	7.7	—
Pennsylvania	—	7.4	5.5
Rhode Island	—	3.6	—
South Carolina	—	7.6	—
South Dakota	0.8	—	—
Tennessee	—	6.8	9.4
Texas	0.7	5.5	6.6
Utah	0.0	4.3	3.1
Vermont	4.4	6.2	0.0
Virginia	—	8.8	7.1
Washington	—	6.6	—
West Virginia	3.7	—	—
Wisconsin	—	7.6	—
Wyoming	2.2	5.1	—

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Table B.1.15 Percentage of Public Elementary and Combined Schools Reporting Available Extended-day Programs, by Level of Minority Enrollment, by State: 1993-94

	[illegible]	[illegible]	[illegible]
United States	1.0	1.7	1.9
Alabama	7.4	7.8	8.3
Alaska	3.2	6.3	2.9
Arizona	9.1	8.2	9.0
Arkansas	4.6	—	—
California	8.9	6.0	6.0
Colorado	4.7	7.4	—
Connecticut	5.9	—	—
Delaware	—	4.2	0.0
District of Columbia	0.0	0.0	5.1
Florida	6.7	6.1	6.1
Georgia	5.3	7.4	8.5
Hawaii	—	—	4.6
Idaho	4.1	—	—
Illinois	2.0	6.7	6.6
Indiana	7.2	—	—
Iowa	4.0	—	0.0
Kansas	3.6	—	—
Kentucky	5.1	—	—
Louisiana	6.4	3.6	4.9
Maine	3.6	0.0	—
Maryland	8.0	6.6	6.3
Massachusetts	4.2	11.6	—
Michigan	4.9	—	—
Minnesota	6.7	—	—
Mississippi	—	0.6	5.2
Missouri	5.4	—	—
Montana	2.9	0.0	0.0
Nebraska	1.3	—	—
Nevada	5.4	5.6	—
New Hampshire	3.3	0.0	—
New Jersey	8.9	—	10.1
New Mexico	—	—	5.1
New York	4.9	—	9.8
North Carolina	8.6	6.5	5.6
North Dakota	3.1	—	—
Ohio	5.4	—	—
Oklahoma	5.5	5.8	10.4
Oregon	6.3	—	—
Pennsylvania	4.7	—	—
Rhode Island	3.3	—	—
South Carolina	—	7.6	—
South Dakota	1.9	—	0.0
Tennessee	6.5	—	—
Texas	7.5	5.9	5.7
Utah	1.6	—	—
Vermont	3.9	0.0	—
Virginia	6.9	—	—
Washington	4.4	—	—
West Virginia	3.3	—	—
Wisconsin	5.4	—	—
Wyoming	2.0	—	—

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Questionnaire)

Table B.1.16 Percentage of Public Elementary and Secondary School Teachers Reporting Physical Conflicts Among Students and Weapons Possession as Moderate or Serious Problems in Their Schools, by State: 1993-94

United States	0.6	0.6	0.2	0.4
Alabama	3.6	2.6	1.4	1.8
Alaska	2.0	2.1	0.7	2.3
Arizona	3.2	2.3	1.5	1.4
Arkansas	2.7	3.2	1.2	1.9
California	3.1	2.7	0.7	1.8
Colorado	2.6	1.9	0.6	1.6
Connecticut	1.6	2.8	0.6	1.9
Delaware	2.2	2.8	1.2	2.7
District of Columbia	2.9	5.3	1.3	5.1
Florida	2.8	2.6	0.6	3.0
Georgia	2.8	3.1	0.5	2.0
Hawaii	2.5	4.9	0.4	4.8
Idaho	2.7	1.6	0.7	1.6
Illinois	2.7	2.2	1.2	2.3
Indiana	4.8	2.3	1.0	1.5
Iowa	4.2	3.3	0.7	1.7
Kansas	1.6	1.9	0.6	1.1
Kentucky	2.9	2.6	0.5	2.3
Louisiana	2.8	2.6	1.2	1.4
Maine	2.9	2.1	0.4	0.9
Maryland	3.7	3.3	0.5	1.7
Massachusetts	2.3	1.9	0.6	1.0
Michigan	4.0	2.1	1.9	2.0
Minnesota	3.0	1.6	1.2	1.6
Mississippi	3.0	1.9	1.2	1.3
Missouri	3.2	2.2	0.7	2.1
Montana	1.7	1.8	0.6	1.1
Nebraska	1.8	1.7	0.5	1.2
Nevada	2.8	2.4	1.5	4.5
New Hampshire	3.4	2.3	1.0	1.5
New Jersey	3.5	3.4	1.1	2.5
New Mexico	3.1	2.3	1.6	2.1
New York	4.2	2.5	1.9	2.0
North Carolina	2.3	3.7	1.2	1.8
North Dakota	2.3	1.8	0.6	0.9
Ohio	3.9	2.6	0.8	1.4
Oklahoma	3.9	2.2	1.2	1.3
Oregon	3.4	2.5	0.6	2.5
Pennsylvania	4.8	4.0	0.7	3.5
Rhode Island	3.2	3.7	1.1	3.2
South Carolina	3.8	2.8	1.5	2.1
South Dakota	2.0	2.1	0.7	1.3
Tennessee	3.4	2.9	1.3	2.4
Texas	2.1	2.3	1.0	2.1
Utah	2.8	2.2	1.2	1.0
Vermont	3.1	2.8	0.5	1.2
Virginia	3.0	3.9	1.3	2.5
Washington	3.0	2.7	0.8	1.9
West Virginia	2.4	2.2	0.3	1.5
Wisconsin	3.2	2.5	1.1	1.7
Wyoming	2.6	2.4	0.8	1.5

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table B.1.17 Percentage of Public Elementary School Teachers Reporting Physical Conflicts Among Students and Weapons Possession as Moderate or Serious Problems in Their Schools, by Enrollment Size, by State: 1993-94

United States	1.2	0.8	1.4	0.4	0.3	0.5
Alabama	14.9	4.7	5.2	8.0	1.7	2.2
Alaska	2.1	3.3	4.0	0.9	1.3	0.0
Arizona	11.8	5.8	5.0	0.6	2.6	2.1
Arkansas	7.6	3.7	7.3	4.3	1.2	4.6
California	8.4	4.2	5.3	0.3	0.8	1.4
Colorado	4.9	3.6	7.3	0.0	0.6	0.0
Connecticut	—	2.1	8.4	0.0	0.7	3.7
Delaware	—	3.0	4.7	—	1.9	1.9
District of Columbia	—	3.1	—	0.0	1.2	—
Florida	14.3	5.9	3.6	2.9	0.9	1.0
Georgia	—	5.1	3.3	—	1.0	1.0
Hawaii	—	4.6	3.8	—	0.0	0.6
Idaho	4.8	3.1	9.7	1.7	0.2	2.9
Illinois	4.3	3.7	5.2	0.1	2.0	1.8
Indiana	8.6	6.4	8.0	2.3	1.3	3.3
Iowa	5.2	5.2	—	0.9	0.9	—
Kansas	2.8	2.8	—	1.1	0.7	—
Kentucky	—	3.7	—	0.0	0.2	—
Louisiana	6.2	4.5	3.6	1.7	2.7	1.6
Maine	4.8	3.9	—	0.2	0.9	0.0
Maryland	—	4.3	8.1	0.0	1.1	0.0
Massachusetts	3.2	2.3	12.3	0.2	0.9	3.2
Michigan	10.6	4.5	—	5.1	2.3	—
Minnesota	5.0	3.8	6.9	1.9	1.2	2.6
Mississippi	9.6	5.2	4.3	4.4	2.0	2.2
Missouri	5.1	5.5	5.9	0.9	1.8	0.0
Montana	2.6	3.2	—	1.2	0.6	—
Nebraska	2.8	6.3	—	0.7	1.7	—
Nevada	—	4.6	4.0	0.0	2.2	2.3
New Hampshire	6.9	6.1	5.4	1.2	2.0	2.9
New Jersey	6.5	3.6	7.7	0.2	1.7	0.7
New Mexico	6.9	4.0	6.7	2.2	2.2	3.6
New York	15.6	4.5	7.1	5.9	2.2	3.4
North Carolina	6.4	3.1	5.1	0.0	1.8	2.0
North Dakota	2.3	5.1	16.3	0.4	0.0	1.8
Ohio	5.5	5.1	12.3	0.1	1.3	0.1
Oklahoma	5.0	5.3	14.8	2.1	1.5	5.6
Oregon	6.0	4.1	—	0.0	0.9	—
Pennsylvania	9.3	6.3	8.3	0.1	0.0	1.2
Rhode Island	5.7	6.2	7.4	1.2	1.6	3.5
South Carolina	—	6.0	5.2	0.0	1.7	4.3
South Dakota	1.8	3.3	6.0	0.8	1.3	2.1
Tennessee	9.3	3.9	6.4	1.1	1.1	3.4
Texas	6.8	2.9	3.9	4.1	1.4	1.4
Utah	7.3	3.9	4.8	0.7	1.6	2.0
Vermont	4.0	6.5	0.0	0.9	0.7	0.0
Virginia	6.8	6.6	5.0	0.0	2.1	2.3
Washington	5.5	3.0	10.1	1.1	1.2	0.0
West Virginia	2.8	4.8	—	0.6	0.0	—
Wisconsin	7.7	3.9	11.9	0.4	1.5	5.5
Wyoming	3.7	3.8	—	1.5	0.6	—

small: less than 300 students,
medium: between 300 and 600 students,
large: 600 or more students.

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table B.1.18
Percentage of Public Secondary School Teachers Reporting Physical Conflicts Among Students and Weapons Possession as Moderate or Serious Problems in Their Schools, by Enrollment Size, by State: 1993-94

United States	1.1	1.1	0.7	0.6	0.9	0.4
Alabama	—	6.3	2.9	—	2.8	2.5
Alaska	2.5	3.7	4.3	1.8	2.8	5.2
Arizona	9.5	7.2	2.2	5.2	2.9	1.6
Arkansas	6.0	5.7	4.5	2.4	4.2	3.8
California	4.1	8.1	3.3	5.4	8.5	1.9
Colorado	5.4	6.5	2.8	4.5	2.7	2.3
Connecticut	—	4.7	3.4	—	2.2	2.5
Delaware	—	—	3.1	—	—	3.3
District of Columbia	—	—	5.0	—	—	5.6
Florida	6.1	5.8	2.9	5.2	5.8	3.6
Georgia	—	10.7	3.3	—	11.6	2.1
Hawaii	—	7.0	4.2	—	0.0	3.3
Idaho	4.0	5.8	2.7	1.7	2.7	2.7
Illinois	3.2	4.0	2.9	1.8	1.6	3.4
Indiana	—	2.5	3.1	—	1.1	2.1
Iowa	4.0	8.5	5.3	0.8	5.3	2.8
Kansas	2.0	4.0	2.9	0.9	1.3	1.8
Kentucky	8.9	7.8	3.0	7.5	3.4	2.9
Louisiana	5.0	3.5	3.5	5.1	2.2	2.2
Maine	5.5	3.0	2.9	2.6	1.0	1.4
Maryland	—	10.1	3.5	—	7.6	1.7
Massachusetts	9.4	4.2	1.5	6.1	1.9	1.2
Michigan	5.9	3.1	3.1	2.7	4.6	1.7
Minnesota	3.5	3.6	2.4	1.0	2.1	2.6
Mississippi	5.6	3.4	2.8	4.4	3.6	1.5
Missouri	3.7	6.2	2.6	1.0	3.1	2.6
Montana	1.7	5.7	3.2	1.0	3.8	2.1
Nebraska	2.0	2.8	4.0	0.9	1.2	3.7
Nevada	7.0	4.3	3.3	2.5	7.4	6.1
New Hampshire	—	4.6	2.8	—	2.8	2.4
New Jersey	6.5	8.1	4.2	5.8	2.2	3.3
New Mexico	4.3	12.5	2.6	4.9	8.1	2.3
New York	7.8	5.4	2.6	6.1	5.4	2.1
North Carolina	15.7	5.0	4.3	8.4	3.2	2.1
North Dakota	2.0	2.3	3.1	1.0	1.3	1.3
Ohio	—	4.6	3.2	—	1.7	1.9
Oklahoma	2.6	3.4	4.1	1.2	2.2	2.9
Oregon	5.4	5.3	3.3	3.6	1.8	3.1
Pennsylvania	—	5.6	4.8	—	5.3	3.9
Rhode Island	—	—	3.9	—	0.0	4.4
South Carolina	—	4.4	3.4	—	4.3	2.8
South Dakota	1.9	10.5	3.1	0.9	6.5	2.2
Tennessee	—	4.9	3.2	—	2.0	2.9
Texas	7.0	3.9	2.7	2.7	4.7	2.7
Utah	6.6	9.1	2.4	5.1	2.0	1.1
Vermont	—	3.7	3.7	—	0.9	3.0
Virginia	13.9	6.5	5.0	8.6	2.7	3.3
Washington	7.4	4.1	3.2	3.7	3.3	2.3
West Virginia	7.1	3.8	3.2	1.6	1.8	2.4
Wisconsin	3.0	2.7	4.1	1.3	2.3	2.7
Wyoming	3.0	5.7	2.4	2.0	2.3	2.1

small: less than 300 students,
medium: between 300 and 600 students,
large: 600 or more students.

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table B.2.1 Percentage of Public Elementary School Teachers by Age, by State: 1993-94

United States	0.3	0.5	0.4	0.4
Alabama	1.9	2.6	1.6	1.6
Alaska	0.7	1.6	1.3	0.8
Arizona	1.6	2.9	1.9	1.7
Arkansas	1.6	2.0	1.3	1.7
California	1.6	3.0	1.8	2.2
Colorado	0.9	2.5	2.0	1.1
Connecticut	1.0	2.2	1.4	1.3
Delaware	1.3	2.1	1.7	1.5
District of Columbia	1.7	2.9	2.6	1.5
Florida	1.6	1.6	1.4	1.1
Georgia	1.7	2.1	1.4	1.0
Hawaii	1.8	2.9	2.1	1.2
Idaho	1.6	2.5	1.2	1.7
Illinois	1.3	2.1	1.2	1.7
Indiana	1.4	2.7	2.2	2.0
Iowa	1.8	3.7	1.8	2.3
Kansas	1.5	2.8	1.2	1.4
Kentucky	2.3	3.8	1.6	2.5
Louisiana	1.5	2.3	1.6	1.5
Maine	1.2	2.5	2.1	1.7
Maryland	1.6	2.6	1.6	1.6
Massachusetts	1.0	2.4	1.3	1.6
Michigan	2.1	4.0	3.4	2.1
Minnesota	1.8	3.1	1.6	2.1
Mississippi	1.9	2.9	2.0	1.4
Missouri	2.1	3.3	1.5	2.3
Montana	1.0	1.8	1.7	1.1
Nebraska	1.7	1.9	1.4	1.6
Nevada	2.0	2.8	2.0	2.0
New Hampshire	2.2	3.2	1.9	2.0
New Jersey	2.1	3.6	2.2	2.9
New Mexico	1.8	2.3	1.7	1.6
New York	1.7	2.5	2.1	2.4
North Carolina	1.8	2.0	1.6	1.8
North Dakota	1.8	2.3	1.2	1.3
Ohio	1.6	3.4	2.2	2.0
Oklahoma	1.6	2.1	1.6	1.4
Oregon	1.5	3.3	2.6	1.7
Pennsylvania	2.0	2.7	2.3	1.9
Rhode Island	1.6	2.7	2.0	1.6
South Carolina	2.3	3.0	1.8	1.8
South Dakota	1.3	1.4	0.9	1.6
Tennessee	1.7	4.1	2.8	2.5
Texas	1.7	1.9	1.4	1.5
Utah	0.8	1.8	1.7	1.3
Vermont	1.9	3.0	1.8	1.6
Virginia	2.2	2.9	2.3	2.2
Washington	3.0	3.5	2.9	1.7
West Virginia	1.8	3.8	2.3	2.0
Wisconsin	1.7	3.0	2.3	2.1
Wyoming	1.3	2.4	1.3	1.2

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table B.2.2
Percentage of Public Secondary School Teachers by Age, by State: 1993-94

	[illegible]	[illegible]	[illegible]	[illegible]
United States	0.2	0.4	0.2	0.2
Alabama	1.2	2.3	1.2	1.4
Alaska	0.7	1.5	1.0	0.6
Arizona	1.0	1.7	1.0	1.3
Arkansas	1.1	1.8	1.0	1.6
California	0.9	1.7	1.4	1.2
Colorado	1.1	1.8	1.4	1.1
Connecticut	0.5	1.3	1.2	0.9
Delaware	2.3	2.5	1.8	1.6
District of Columbia	1.7	4.2	4.5	2.1
Florida	1.3	1.9	1.3	1.1
Georgia	1.2	1.5	1.1	1.0
Hawaii	2.6	3.8	2.5	1.6
Idaho	1.1	1.7	1.2	0.9
Illinois	1.2	1.9	1.3	0.9
Indiana	0.8	1.8	1.1	1.2
Iowa	1.0	1.9	1.8	1.3
Kansas	1.1	1.7	1.0	1.1
Kentucky	1.7	2.5	1.3	1.1
Louisiana	0.9	1.4	1.1	0.9
Maine	0.9	2.4	1.4	1.5
Maryland	1.1	1.8	1.6	1.0
Massachusetts	0.7	1.0	0.8	0.6
Michigan	1.2	1.9	1.9	1.0
Minnesota	1.1	2.0	1.6	1.4
Mississippi	1.0	1.6	1.4	1.1
Missouri	1.6	2.1	1.0	1.4
Montana	0.8	1.3	1.0	0.7
Nebraska	1.0	1.5	1.3	1.3
Nevada	1.3	2.5	1.8	1.3
New Hampshire	1.2	2.3	1.6	1.4
New Jersey	1.6	2.2	1.4	1.4
New Mexico	0.9	1.3	1.1	1.0
New York	1.2	2.2	1.3	1.1
North Carolina	1.2	1.6	1.1	1.3
North Dakota	1.1	1.8	1.4	0.9
Ohio	1.1	1.3	1.3	0.8
Oklahoma	0.9	1.3	0.8	0.7
Oregon	1.0	2.1	1.5	1.3
Pennsylvania	1.7	2.6	2.6	1.4
Rhode Island	1.2	2.6	2.5	1.5
South Carolina	1.0	2.8	2.0	1.4
South Dakota	0.9	1.2	0.8	0.6
Tennessee	1.2	2.3	1.6	1.3
Texas	1.3	1.9	1.0	1.2
Utah	0.8	1.3	1.0	0.9
Vermont	1.4	2.3	2.1	1.4
Virginia	1.0	2.5	2.1	1.0
Washington	1.0	2.2	1.7	1.1
West Virginia	0.7	1.8	1.2	0.9
Wisconsin	1.4	2.0	1.5	1.3
Wyoming	1.1	1.6	1.1	1.0

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table B.2.3 Percentage of Full-Time Public School Teachers Who Were Newly Hired in 1993-94, and Percentage of Newly Hired Who Are First-Time Teachers, by State: 1993-94

	[illegible]	[illegible]
United States	0.2	0.9
Alabama	1.0	4.0
Alaska	1.0	2.0
Arizona	1.2	3.5
Arkansas	1.3	4.9
California	1.2	5.1
Colorado	0.9	5.2
Connecticut	1.0	6.4
Delaware	1.3	7.4
District of Columbia	2.5	4.2
Florida	1.2	3.8
Georgia	0.9	3.5
Hawaii	1.2	5.3
Idaho	1.3	4.7
Illinois	0.9	4.6
Indiana	1.3	4.8
Iowa	1.0	7.1
Kansas	0.8	3.6
Kentucky	1.3	5.7
Louisiana	0.9	3.5
Maine	1.1	7.1
Maryland	1.4	5.1
Massachusetts	1.1	4.2
Michigan	1.0	7.6
Minnesota	1.4	6.2
Mississippi	0.9	4.0
Missouri	1.2	4.7
Montana	0.8	3.3
Nebraska	0.7	5.4
Nevada	1.4	3.6
New Hampshire	1.2	8.1
New Jersey	0.7	6.2
New Mexico	1.4	4.2
New York	1.1	7.0
North Carolina	1.2	3.4
North Dakota	0.9	4.4
Ohio	1.0	7.2
Oklahoma	1.0	3.6
Oregon	1.4	3.8
Pennsylvania	1.3	8.4
Rhode Island	2.1	—
South Carolina	1.7	5.8
South Dakota	0.7	4.4
Tennessee	1.4	4.7
Texas	1.1	4.2
Utah	0.7	4.0
Vermont	1.5	—
Virginia	1.4	5.0
Washington	1.1	4.9
West Virginia	1.4	3.5
Wisconsin	1.2	8.5
Wyoming	0.8	4.7

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table B.2.4
Percentage of Public School Teachers by Their Plans to Remain in Teaching, by State: 1993-94

	While Able	Until Retirement	Until Better Offer	Plan to Leave	Undecided
United States	0.4	0.4	0.2	0.1	0.3
Alabama	1.7	1.7	1.0	0.7	1.2
Alaska	1.3	1.2	0.8	0.5	1.2
Arizona	1.6	1.4	1.1	0.4	1.6
Arkansas	1.4	1.7	0.9	0.8	1.8
California	1.7	1.8	1.3	0.7	1.1
Colorado	1.6	1.3	0.8	0.5	1.3
Connecticut	1.8	1.8	0.7	0.5	1.6
Delaware	1.5	1.7	1.5	1.3	2.0
District of Columbia	1.8	1.8	0.9	1.5	2.1
Florida	1.9	1.5	1.2	0.9	1.4
Georgia	1.2	1.6	1.1	0.7	1.2
Hawaii	1.8	1.5	1.3	0.8	1.8
Idaho	1.5	1.9	1.0	0.8	1.2
Illinois	1.1	1.4	0.7	0.6	1.1
Indiana	1.4	1.6	1.1	0.9	1.5
Iowa	1.7	1.5	1.0	0.6	1.6
Kansas	1.1	1.4	1.2	0.5	1.3
Kentucky	2.1	2.2	1.2	0.9	2.0
Louisiana	1.0	1.2	1.0	0.6	1.1
Maine	1.4	1.4	1.3	0.7	1.6
Maryland	1.6	1.6	1.1	0.6	1.4
Massachusetts	1.2	1.2	0.6	0.5	0.8
Michigan	2.3	2.8	1.0	0.7	2.1
Minnesota	1.9	1.7	0.9	0.7	1.8
Mississippi	1.6	1.6	1.1	0.7	1.4
Missouri	1.7	1.4	0.9	0.7	1.4
Montana	1.0	0.9	0.7	0.5	1.0
Nebraska	1.6	1.5	1.3	0.3	1.3
Nevada	1.4	1.8	0.9	0.6	1.2
New Hampshire	2.1	1.4	1.1	0.8	1.3
New Jersey	2.0	1.8	0.9	0.7	2.1
New Mexico	1.3	1.5	1.1	0.6	1.2
New York	1.6	1.5	1.1	0.5	1.6
North Carolina	1.2	1.7	1.0	0.7	1.3
North Dakota	1.3	1.1	1.0	0.6	1.1
Ohio	1.9	1.9	0.9	0.4	1.9
Oklahoma	1.4	1.5	1.0	0.4	1.3
Oregon	2.0	1.9	1.2	0.7	1.6
Pennsylvania	2.2	2.4	1.1	0.7	1.6
Rhode Island	2.5	2.3	1.0	1.0	2.2
South Carolina	1.9	1.7	1.1	1.0	1.8
South Dakota	1.0	1.2	1.2	0.4	0.9
Tennessee	1.8	2.0	1.2	1.0	1.7
Texas	1.6	1.6	0.9	1.0	1.3
Utah	1.4	1.1	0.8	0.7	0.8
Vermont	2.3	1.6	1.2	0.7	2.0
Virginia	2.2	2.2	1.1	1.3	1.7
Washington	1.4	2.0	1.1	0.8	1.4
West Virginia	1.9	2.1	1.0	0.7	1.2
Wisconsin	2.2	1.8	1.0	0.6	1.9
Wyoming	1.2	1.2	0.9	0.6	1.2

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table B.2.5 Percentage of Public School Principals by Their Plans to Remain as Principals, by State: 1993-94

United States	0.7	0.6	0.6	0.2	0.6
Alabama	3.3	2.9	1.9	1.1	3.3
Alaska	2.2	1.6	1.9	0.4	2.5
Arizona	4.3	2.6	3.4	1.2	4.1
Arkansas	3.8	3.5	2.5	1.7	3.7
California	2.9	3.1	3.3	1.4	2.7
Colorado	3.8	3.4	2.5	0.6	3.0
Connecticut	3.5	3.4	1.5	1.5	3.1
Delaware	3.8	3.6	2.9	1.5	2.3
District of Columbia	4.5	4.3	2.8	1.3	4.5
Florida	3.3	2.9	1.7	0.1	2.6
Georgia	2.5	2.3	2.4	0.4	3.2
Hawaii	4.4	3.5	3.9	2.6	4.4
Idaho	3.2	3.3	3.2	1.3	2.2
Illinois	2.6	2.4	2.1	1.5	2.7
Indiana	4.2	3.5	2.7	1.4	3.5
Iowa	4.1	3.7	3.3	1.3	3.5
Kansas	2.6	2.9	1.8	1.4	2.0
Kentucky	4.7	3.5	3.4	1.2	5.0
Louisiana	2.9	2.0	1.7	1.5	3.0
Maine	4.6	1.9	3.7	1.2	4.8
Maryland	3.0	3.1	2.9	0.3	3.4
Massachusetts	2.7	3.2	2.1	0.5	3.0
Michigan	4.8	3.5	2.8	1.5	4.8
Minnesota	3.5	3.6	3.6	0.4	2.9
Mississippi	2.8	3.3	2.7	1.2	3.6
Missouri	4.1	4.5	2.9	1.5	3.1
Montana	3.4	1.8	2.3	0.6	2.5
Nebraska	4.0	3.7	1.6	0.8	4.0
Nevada	3.1	2.8	1.4	0.8	3.7
New Hampshire	4.6	3.4	3.6	2.0	4.0
New Jersey	5.4	3.8	2.7	1.8	4.6
New Mexico	3.6	3.0	3.3	1.0	3.4
New York	4.3	2.8	2.7	0.3	4.1
North Carolina	3.3	3.2	1.7	0.8	3.2
North Dakota	2.8	3.3	4.0	1.8	2.1
Ohio	3.4	3.1	3.9	2.2	3.7
Oklahoma	2.5	2.2	1.7	0.6	2.4
Oregon	3.8	4.6	2.6	1.2	4.3
Pennsylvania	4.8	4.1	3.4	0.7	4.2
Rhode Island	4.5	3.3	3.0	2.1	4.5
South Carolina	4.3	4.0	2.6	0.7	4.5
South Dakota	2.9	2.5	1.8	1.1	1.8
Tennessee	3.1	3.6	3.3	2.7	4.2
Texas	3.3	2.6	3.0	0.9	2.0
Utah	2.8	2.7	1.9	1.2	2.3
Vermont	4.2	2.6	5.5	1.3	4.9
Virginia	3.1	4.3	2.6	1.2	3.7
Washington	4.3	3.1	2.4	0.3	3.3
West Virginia	3.7	4.0	3.0	1.0	2.9
Wisconsin	3.3	3.8	3.0	1.7	3.4
Wyoming	3.7	3.0	2.2	1.6	2.6

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Principal Questionnaire)

Table B.2.6 Average Base Year Salaries of Full-Time Public School Teachers and Principals, by State:1993-94

United States	$92	$127
Alabama	$179	$460
Alaska	$194	$941
Arizona	$265	$574
Arkansas	$182	$454
California	$356	$495
Colorado	$350	$564
Connecticut	$323	$540
Delaware	$386	$617
District of Columbia	$609	$431
Florida	$277	$504
Georgia	$172	$380
Hawaii	$401	$504
Idaho	$281	$589
Illinois	$448	$558
Indiana	$328	$357
Iowa	$356	$588
Kansas	$200	$616
Kentucky	$297	$451
Louisiana	$157	$326
Maine	$321	$664
Maryland	$306	$508
Massachusetts	$190	$388
Michigan	$484	$681
Minnesota	$382	$791
Mississippi	$130	$294
Missouri	$427	$752
Montana	$207	$428
Nebraska	$460	$1,285
Nevada	$372	$389
New Hampshire	$405	$625
New Jersey	$722	$822
New Mexico	$190	$393
New York	$798	$1,117
North Carolina	$177	$513
North Dakota	$222	$713
Ohio	$383	$749
Oklahoma	$116	$281
Oregon	$377	$860
Pennsylvania	$406	$748
Rhode Island	$284	$308
South Carolina	$253	$421
South Dakota	$219	$376
Tennessee	$223	$630
Texas	$237	$406
Utah	$186	$408
Vermont	$396	$1,306
Virginia	$304	$720
Washington	$314	$575
West Virginia	$167	$388
Wisconsin	$323	$592
Wyoming	$218	$580

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher and Public School Principal Questionnaires)

Table B.2.7
Average Salaries of Full-Time Public School Teachers by Years of Teaching Experience, by State: 1993-94

United States	$102	$115	$112	$156
Alabama	$203	$352	$194	$236
Alaska	$284	$401	$343	$348
Arizona	$153	$246	$336	$454
Arkansas	$193	$246	$278	$313
California	$299	$317	$466	$367
Colorado	$323	$291	$431	$438
Connecticut	$598	$795	$559	$381
Delaware	$251	$301	$570	$488
District of Columbia	$848	$800	$514	$358
Florida	$363	$248	$289	$458
Georgia	$277	$272	$268	$264
Hawaii	$256	$238	$458	$445
Idaho	$221	$260	$492	$331
Illinois	$494	$530	$650	$634
Indiana	$195	$379	$337	$350
Iowa	$307	$406	$502	$544
Kansas	$145	$221	$298	$328
Kentucky	$457	$362	$342	$349
Louisiana	$242	$240	$240	$240
Maine	$307	$296	$369	$290
Maryland	$210	$485	$547	$458
Massachusetts	$415	$442	$264	$197
Michigan	$659	$665	$1,034	$568
Minnesota	$280	$386	$679	$513
Mississippi	$146	$220	$152	$191
Missouri	$327	$497	$555	$790
Montana	$154	$221	$266	$296
Nebraska	$361	$399	$656	$623
Nevada	$200	$371	$409	$515
New Hampshire	$423	$410	$579	$485
New Jersey	$436	$654	$901	$705
New Mexico	$201	$191	$223	$274
New York	$487	$744	$800	$944
North Carolina	$194	$175	$251	$333
North Dakota	$191	$266	$299	$421
Ohio	$306	$574	$709	$498
Oklahoma	$159	$140	$158	$221
Oregon	$295	$389	$360	$516
Pennsylvania	$636	$576	$737	$528
Rhode Island	$1,087	$547	$405	$260
South Carolina	$203	$273	$275	$346
South Dakota	$223	$219	$255	$295
Tennessee	$272	$365	$399	$367
Texas	$196	$322	$288	$322
Utah	$205	$196	$278	$272
Vermont	$387	$590	$751	$499
Virginia	$327	$289	$444	$448
Washington	$301	$496	$500	$336
West Virginia	$982	$230	$247	$248
Wisconsin	$428	$469	$562	$530
Wyoming	$231	$243	$269	$303

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table B.2.8 Percentage of Public Schools with Different Proportions of Minority Teachers and Percentage with Minority Principals, by State: 1993-94

	[illegible]	[illegible]	[illegible]	[illegible]	Minority Principals
United States	0.6	0.5	0.5	0.4	0.5
Alabama	2.8	3.1	4.3	2.6	3.0
Alaska	2.7	2.5	2.2	2.7	2.2
Arizona	3.2	4.1	3.4	2.9	3.2
Arkansas	4.2	3.7	2.8	3.2	2.9
California	2.7	3.4	2.8	2.5	2.7
Colorado	3.1	2.6	2.9	1.9	2.8
Connecticut	2.8	2.7	1.8	1.2	1.3
Delaware	0.0	3.6	3.6	0.0	3.4
District of Columbia	0.0	0.0	0.0	0.0	0.0
Florida	1.5	2.5	3.4	2.0	2.7
Georgia	2.5	2.2	2.8	2.0	2.7
Hawaii	0.0	0.0	0.8	0.8	3.3
Idaho	3.6	3.0	1.1	1.9	0.8
Illinois	2.1	1.7	1.6	1.5	1.5
Indiana	4.4	3.8	2.9	1.9	2.6
Iowa	3.2	2.8	0.9	0.0	1.5
Kansas	3.0	2.8	2.5	0.9	1.4
Kentucky	4.2	4.0	2.3	1.0	1.8
Louisiana	1.1	1.7	2.6	3.0	2.3
Maine	1.7	1.7	0.0	0.0	0.0
Maryland	3.1	2.9	3.4	2.9	2.4
Massachusetts	2.7	2.9	1.9	1.7	1.8
Michigan	3.5	2.7	2.3	3.1	2.7
Minnesota	2.7	2.6	2.0	0.0	1.6
Mississippi	1.8	2.8	3.7	3.2	3.6
Missouri	3.0	3.1	2.3	2.0	1.9
Montana	2.1	1.4	1.6	0.8	1.2
Nebraska	1.7	1.5	1.0	0.0	2.4
Nevada	2.0	3.5	3.3	1.6	2.8
New Hampshire	2.1	2.1	0.0	0.0	0.6
New Jersey	4.8	5.2	4.4	3.4	3.5
New Mexico	3.0	2.3	3.5	3.7	3.4
New York	4.1	4.2	2.8	2.9	2.8
North Carolina	2.4	2.0	3.8	3.0	2.3
North Dakota	1.4	1.2	1.0	0.0	0.3
Ohio	4.1	2.6	3.2	2.7	2.5
Oklahoma	2.7	3.2	2.1	1.3	1.7
Oregon	3.8	3.7	3.2	0.0	2.2
Pennsylvania	4.0	3.2	2.7	2.9	3.4
Rhode Island	4.5	4.0	2.7	1.0	0.9
South Carolina	2.1	3.6	3.9	3.8	4.1
South Dakota	2.5	1.5	0.9	1.6	1.0
Tennessee	4.6	3.3	3.3	3.4	3.0
Texas	2.9	2.5	3.6	2.9	2.8
Utah	2.9	2.5	1.9	1.0	1.4
Vermont	2.8	2.4	0.0	1.5	0.4
Virginia	2.8	4.2	3.3	2.4	3.0
Washington	4.1	3.2	2.5	1.3	1.9
West Virginia	2.6	2.4	1.7	0.4	1.4
Wisconsin	3.0	3.2	1.8	0.7	2.0
Wyoming	2.9	2.5	1.6	0.5	0.4

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School and Public School Principal Questionnaires)

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Table B.2.9 Percentage of K-6 Public School Teachers who are Female or Minority, by State: 1993-94

United States	0.4	0.5
Alabama	1.7	2.4
Alaska	1.3	1.7
Arizona	1.9	2.4
Arkansas	1.3	2.7
California	1.9	2.3
Colorado	1.5	1.9
Connecticut	1.5	1.2
Delaware	2.4	1.3
District of Columbia	2.8	1.7
Florida	1.9	2.2
Georgia	1.2	1.8
Hawaii	1.3	1.9
Idaho	2.1	0.8
Illinois	1.1	1.5
Indiana	1.9	1.3
Iowa	2.1	0.8
Kansas	1.5	0.8
Kentucky	2.2	1.3
Louisiana	1.0	2.5
Maine	1.5	0.6
Maryland	1.6	2.4
Massachusetts	2.1	1.3
Michigan	2.6	2.5
Minnesota	3.2	1.0
Mississippi	1.0	2.8
Missouri	2.6	2.2
Montana	1.2	0.9
Nebraska	1.4	0.5
Nevada	2.3	1.8
New Hampshire	2.7	0.6
New Jersey	1.7	3.3
New Mexico	1.4	3.2
New York	2.3	3.9
North Carolina	1.0	2.6
North Dakota	1.9	0.5
Ohio	2.2	2.7
Oklahoma	1.8	1.8
Oregon	3.3	1.3
Pennsylvania	2.6	2.2
Rhode Island	1.8	1.1
South Carolina	1.3	2.5
South Dakota	1.3	0.3
Tennessee	1.5	2.8
Texas	1.8	2.0
Utah	1.3	1.1
Vermont	1.7	0.7
Virginia	1.8	3.2
Washington	2.3	1.2
West Virginia	1.8	0.9
Wisconsin	2.3	1.2
Wyoming	1.7	0.9

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table B.2.10 Percentage of Grades 7-12 Public School Science and Mathematics Teachers who are Female or Minority, by State: 1993-94

United States	1.1	0.7	1.1	0.7
Alabama	4.9	5.8	4.6	2.4
Alaska	4.9	2.2	5.0	2.4
Arizona	5.5	3.1	3.2	3.6
Arkansas	5.4	3.3	5.8	3.0
California	5.9	2.9	4.7	4.3
Colorado	6.8	4.2	5.8	2.6
Connecticut	4.6	1.2	6.7	1.4
Delaware	11.1	0.0	—	—
District of Columbia	—	—	7.0	12.4
Florida	7.0	6.9	4.0	5.0
Georgia	4.2	4.1	2.1	4.4
Hawaii	12.3	9.8	6.6	10.8
Idaho	4.7	1.3	3.8	1.1
Illinois	5.3	2.4	4.1	3.5
Indiana	4.6	2.0	4.4	1.9
Iowa	7.2	1.6	6.7	0.0
Kansas	3.0	0.7	4.7	0.5
Kentucky	7.5	5.2	5.6	1.2
Louisiana	3.5	5.0	4.1	4.4
Maine	5.4	0.0	6.3	0.0
Maryland	5.5	4.2	4.2	2.5
Massachusetts	3.2	0.9	2.8	0.8
Michigan	6.7	2.0	5.0	2.2
Minnesota	4.7	1.0	5.0	0.0
Mississippi	5.1	3.8	5.4	4.0
Missouri	4.7	2.6	4.2	1.8
Montana	3.3	0.0	2.8	1.6
Nebraska	5.5	0.0	3.9	0.0
Nevada	—	0.0	7.7	—
New Hampshire	—	—	8.2	0.0
New Jersey	7.0	3.0	6.9	3.1
New Mexico	6.1	4.6	5.1	4.9
New York	2.9	2.2	5.2	1.9
North Carolina	7.7	4.8	6.7	5.7
North Dakota	4.4	0.0	4.9	0.0
Ohio	4.9	2.1	5.9	1.6
Oklahoma	5.4	2.9	3.5	4.2
Oregon	3.7	1.8	4.5	1.1
Pennsylvania	5.2	1.7	8.4	1.6
Rhode Island	—	0.0	9.6	—
South Carolina	7.2	5.1	4.7	3.5
South Dakota	5.5	1.3	4.7	0.0
Tennessee	8.4	5.5	4.4	4.0
Texas	6.8	4.5	5.6	3.8
Utah	4.8	1.4	3.7	1.6
Vermont	—	—	7.8	—
Virginia	7.4	4.0	7.8	6.2
Washington	8.8	2.8	5.0	1.7
West Virginia	6.3	0.0	6.6	1.5
Wisconsin	5.1	0.0	3.8	1.4
Wyoming	4.3	2.2	5.2	1.2

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table B.2.11 Percentage of Grades 7-12 Public School English and Social Studies Teachers who are Female or Minority, by State: 1993-94

United States	1.3	0.8	1.0	0.8
Alabama	4.2	2.5	4.3	2.1
Alaska	8.2	7.3	4.8	0.4
Arizona	5.9	1.9	3.7	1.7
Arkansas	5.6	2.5	3.8	3.8
California	4.3	3.1	3.9	3.7
Colorado	5.9	4.4	3.1	5.4
Connecticut	6.0	2.2	5.3	1.5
Delaware	—	—	8.5	—
District of Columbia	—	—	—	—
Florida	5.9	4.1	2.1	5.7
Georgia	5.0	4.7	2.0	4.7
Hawaii	—	7.8	8.9	7.5
Idaho	5.3	0.8	2.5	0.7
Illinois	5.3	1.6	5.4	3.5
Indiana	4.9	1.3	4.3	1.6
Iowa	6.0	2.1	4.8	1.4
Kansas	4.6	1.7	3.2	0.8
Kentucky	9.2	1.3	4.4	2.2
Louisiana	4.8	3.6	2.3	2.9
Maine	5.5	0.6	4.0	0.0
Maryland	5.0	3.5	4.6	3.2
Massachusetts	3.9	0.6	3.2	5.5
Michigan	5.3	2.3	6.0	1.9
Minnesota	3.5	0.3	4.2	0.4
Mississippi	6.0	5.1	2.4	4.2
Missouri	5.9	0.0	3.9	0.8
Montana	3.8	0.9	2.2	0.7
Nebraska	4.5	0.0	4.3	1.4
Nevada	—	—	6.1	—
New Hampshire	—	0.0	6.1	0.0
New Jersey	7.0	2.6	5.2	1.8
New Mexico	6.8	6.1	3.4	3.1
New York	3.9	4.8	5.6	4.7
North Carolina	7.4	4.8	2.6	4.1
North Dakota	3.6	1.5	3.7	0.0
Ohio	6.1	2.9	4.0	1.2
Oklahoma	3.4	2.0	2.5	2.6
Oregon	5.1	0.4	5.2	2.7
Pennsylvania	6.3	1.4	6.7	5.0
Rhode Island	—	—	10.3	0.0
South Carolina	5.9	4.0	1.9	2.1
South Dakota	3.2	1.8	3.0	0.0
Tennessee	5.9	2.8	3.9	5.3
Texas	6.0	5.6	4.3	5.3
Utah	3.5	0.6	1.9	0.7
Vermont	—	0.0	8.1	—
Virginia	9.9	3.3	4.8	3.4
Washington	5.4	0.8	4.9	1.3
West Virginia	6.6	1.5	4.7	0.0
Wisconsin	3.8	0.0	4.1	0.2
Wyoming	3.6	2.6	3.9	1.2

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table B.2.12
Percentage of Public School Principals by Race-Ethnicity, by State: 1993-94

United States	0.5	0.4	0.3	0.1	0.1	0.5
Alabama	3.0	2.8	0.9	0.0	0.8	3.0
Alaska	2.2	0.4	0.6	0.8	2.0	2.2
Arizona	3.2	1.5	3.2	0.7	0.6	3.2
Arkansas	2.9	2.7	0.0	0.0	0.8	2.9
California	2.7	2.2	2.3	1.3	0.1	2.7
Colorado	2.8	0.9	2.5	0.0	0.7	2.8
Connecticut	1.3	1.3	0.5	0.0	0.2	1.3
Delaware	3.4	3.4	0.0	0.0	0.0	3.4
District of Columbia	0.0	1.7	1.4	0.0	1.2	0.0
Florida	2.7	2.0	1.8	0.6	0.0	2.7
Georgia	2.7	2.7	0.1	0.0	0.1	2.7
Hawaii	3.3	1.5	1.4	3.7	0.0	3.3
Idaho	0.8	0.0	0.7	0.4	0.0	0.8
Illinois	1.5	1.6	0.8	0.4	0.3	1.5
Indiana	2.6	2.4	1.5	0.0	0.7	2.6
Iowa	1.5	0.6	1.1	0.0	0.9	1.5
Kansas	1.4	1.3	0.6	0.0	0.3	1.4
Kentucky	1.8	1.3	0.8	0.0	0.2	1.8
Louisiana	2.3	2.3	0.7	0.0	0.0	2.3
Maine	0.0	0.0	0.0	0.0	0.0	0.0
Maryland	2.4	2.4	0.2	0.0	0.1	2.4
Massachusetts	1.8	1.4	0.1	0.0	0.8	1.8
Michigan	2.7	2.7	0.0	0.0	0.4	2.7
Minnesota	1.6	1.2	0.4	0.0	0.9	1.6
Mississippi	3.6	3.5	0.3	0.0	0.0	3.6
Missouri	1.9	1.9	0.4	0.0	0.6	1.9
Montana	1.2	0.2	0.5	0.0	1.1	1.2
Nebraska	2.4	0.7	0.6	0.0	2.4	2.4
Nevada	2.8	1.7	1.7	0.0	1.1	2.8
New Hampshire	0.6	0.0	0.6	0.0	0.0	0.6
New Jersey	3.5	3.5	0.1	0.0	0.0	3.5
New Mexico	3.4	0.3	3.4	0.0	1.0	3.4
New York	2.8	2.5	1.9	0.2	0.2	2.8
North Carolina	2.3	2.3	0.6	0.0	0.8	2.3
North Dakota	0.3	0.0	0.0	0.2	0.2	0.3
Ohio	2.5	2.5	0.0	0.0	0.0	2.5
Oklahoma	1.7	1.2	0.1	0.0	1.5	1.7
Oregon	2.2	1.0	1.8	0.0	1.1	2.2
Pennsylvania	3.4	3.0	1.3	0.4	0.0	3.4
Rhode Island	0.9	0.7	0.5	0.4	0.0	0.9
South Carolina	4.1	4.1	0.0	0.0	0.0	4.1
South Dakota	1.0	0.0	0.9	0.0	1.0	1.8
Tennessee	3.0	3.0	0.0	0.0	0.4	3.0
Texas	2.8	1.7	2.6	0.6	0.5	2.8
Utah	1.4	0.4	1.1	0.4	0.6	1.4
Vermont	0.4	0.0	0.0	0.0	0.4	0.4
Virginia	3.0	2.6	1.0	1.1	0.0	3.0
Washington	1.9	1.4	0.4	1.3	1.1	1.9
West Virginia	1.4	1.2	0.9	0.0	0.0	1.4
Wisconsin	2.0	1.8	0.7	0.0	0.3	2.0
Wyoming	0.4	0.0	0.0	0.0	0.4	0.4

+ including Alaska Natives

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Principal Questionnaire)

Table B.2.13 Percentage of Public School Female Principals and Teachers, by State: 1993-94

United States	0.7	0.4
Alabama	2.5	1.3
Alaska	2.5	1.3
Arizona	3.9	1.5
Arkansas	3.6	1.3
California	3.5	1.7
Colorado	4.5	1.6
Connecticut	2.8	1.3
Delaware	3.9	1.9
District of Columbia	5.3	2.5
Florida	2.6	1.4
Georgia	3.1	1.0
Hawaii	5.2	2.1
Idaho	3.3	1.6
Illinois	2.4	1.0
Indiana	4.0	1.4
Iowa	3.9	2.2
Kansas	2.6	1.0
Kentucky	3.3	1.4
Louisiana	2.8	1.0
Maine	4.7	1.8
Maryland	3.3	1.2
Massachusetts	2.9	1.4
Michigan	4.9	1.8
Minnesota	3.8	1.9
Mississippi	3.7	1.3
Missouri	4.2	1.4
Montana	3.1	1.1
Nebraska	3.1	1.6
Nevada	3.0	1.7
New Hampshire	4.5	2.2
New Jersey	4.8	1.8
New Mexico	3.9	1.4
New York	3.7	1.8
North Carolina	2.6	1.5
North Dakota	4.1	1.6
Ohio	3.1	1.4
Oklahoma	2.9	1.4
Oregon	4.1	1.9
Pennsylvania	4.4	2.0
Rhode Island	4.0	2.2
South Carolina	4.0	1.3
South Dakota	2.7	1.1
Tennessee	4.2	1.4
Texas	3.2	1.7
Utah	2.3	1.2
Vermont	4.0	1.5
Virginia	4.7	1.5
Washington	3.8	1.6
West Virginia	3.4	1.3
Wisconsin	3.7	1.6
Wyoming	2.4	1.5

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher and Public School Principal Questionnaires)

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Table B.2.14
Percentage of Public School Female Principals and Teachers, by Level of School, by State: 1993-94

[redacted]

United States	1.0	0.7	1.9	0.5	0.4	0.8
Alabama	4.4	2.2	1.8	2.0	1.2	1.9
Alaska	4.8	6.9	3.0	2.1	2.3	1.9
Arizona	5.3	2.6	—	1.9	1.3	—
Arkansas	5.7	4.1	—	1.5	1.6	4.0
California	4.9	4.2	10.1	2.4	1.7	5.5
Colorado	5.3	12.0	—	1.7	2.3	15.7
Connecticut	3.4	3.3	—	1.8	2.2	—
Delaware	5.3	—	—	2.9	3.3	6.0
District of Columbia	5.3	—	—	2.8	4.0	6.0
Florida	3.0	3.8	5.6	1.6	1.6	2.7
Georgia	4.2	2.3	—	1.5	1.8	9.6
Hawaii	6.5	—	—	2.0	4.3	8.7
Idaho	5.1	3.6	—	2.7	1.5	8.7
Illinois	3.4	1.9	10.1	1.3	1.8	2.7
Indiana	5.1	2.3	—	1.8	1.5	8.4
Iowa	5.7	1.1	—	2.6	2.3	7.9
Kansas	3.9	2.6	—	1.4	1.7	—
Kentucky	4.8	2.2	—	2.0	1.9	6.8
Louisiana	4.6	2.6	5.2	1.4	2.1	1.3
Maine	6.0	3.8	—	2.7	1.9	5.1
Maryland	4.1	3.1	—	1.9	1.5	5.0
Massachusetts	3.8	2.1	—	1.8	1.3	3.5
Michigan	6.3	3.0	6.3	2.7	1.8	2.7
Minnesota	5.7	4.1	—	2.8	2.0	—
Mississippi	6.0	3.2	3.2	2.1	2.1	2.2
Missouri	5.8	2.5	—	2.4	1.3	8.2
Montana	4.6	3.2	—	1.5	1.1	—
Nebraska	5.4	1.5	—	2.0	2.4	12.3
Nevada	3.6	—	—	2.1	3.2	9.3
New Hampshire	5.8	5.5	—	2.6	3.7	9.8
New Jersey	6.4	3.2	—	2.3	2.6	5.4
New Mexico	4.8	3.7	—	2.0	1.4	—
New York	5.0	3.0	5.4	3.1	1.3	2.5
North Carolina	3.4	3.6	—	1.6	3.1	3.5
North Dakota	6.2	2.1	—	1.6	1.6	12.5
Ohio	4.7	2.3	—	2.2	1.5	3.5
Oklahoma	4.4	2.2	—	2.2	1.5	—
Oregon	5.8	5.1	—	3.2	1.3	6.2
Pennsylvania	6.0	2.3	—	3.0	2.3	3.1
Rhode Island	5.5	—	—	2.3	5.0	—
South Carolina	6.0	2.8	—	2.2	1.8	2.3
South Dakota	3.8	2.9	—	1.1	2.0	—
Tennessee	5.6	4.1	—	1.8	1.6	3.6
Texas	4.9	3.0	5.4	2.1	1.6	3.4
Utah	3.3	2.0	7.9	1.4	1.5	3.3
Vermont	4.8	—	—	2.0	2.8	7.5
Virginia	6.1	3.5	—	1.8	2.6	6.3
Washington	5.5	4.1	—	2.2	1.7	3.4
West Virginia	5.1	2.1	—	1.9	1.8	7.9
Wisconsin	5.3	1.0	—	2.5	1.5	10.8
Wyoming	3.3	4.3	†	1.6	2.1	†

— too few cases for a reliable estimate
† not applicable

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher and Public School Principal Questionnaires)

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Table B.2.15 Number of Public Schools and Percentage of Public Schools With Minority Principals, by State: 1993-94

United States	182.7	0.5
Alabama	12.6	3.0
Alaska	5.6	2.2
Arizona	8.5	3.2
Arkansas	8.5	2.9
California	74.0	2.7
Colorado	15.2	2.8
Connecticut	9.3	1.3
Delaware	2.0	3.4
District of Columbia	4.5	0.0
Florida	29.2	2.7
Georgia	9.6	2.7
Hawaii	1.1	3.3
Idaho	5.8	0.8
Illinois	60.7	1.5
Indiana	8.0	2.6
Iowa	20.4	1.5
Kansas	9.2	1.4
Kentucky	28.2	1.8
Louisiana	6.8	2.3
Maine	7.1	0.0
Maryland	6.6	2.4
Massachusetts	19.0	1.8
Michigan	36.5	2.7
Minnesota	31.1	1.6
Mississippi	7.6	3.6
Missouri	10.6	1.9
Montana	5.4	1.2
Nebraska	47.2	2.4
Nevada	5.7	2.8
New Hampshire	0.0	0.6
New Jersey	30.8	3.5
New Mexico	3.3	3.4
New York	28.2	2.8
North Carolina	28.2	2.3
North Dakota	10.6	0.3
Ohio	60.2	2.5
Oklahoma	18.1	1.7
Oregon	7.5	2.2
Pennsylvania	44.4	3.4
Rhode Island	7.0	0.9
South Carolina	9.8	4.1
South Dakota	13.1	1.0
Tennessee	10.7	3.0
Texas	52.1	2.8
Utah	10.6	1.4
Vermont	7.1	0.4
Virginia	40.2	3.0
Washington	11.4	1.9
West Virginia	29.8	1.4
Wisconsin	17.7	2.0
Wyoming	8.4	0.4

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School and Public School Principal Questionnaires)

Table B.2.16
Percentage of Minority Principals Working in Central Cities, Urban Fringe, and Rural Public Schools, by State: 1993-94

United States	1.64	1.55	1.19
Alabama	6.99	6.77	7.75
Alaska	—	0.00	6.93
Arizona	8.08	3.63	6.71
Arkansas	—	—	10.21
California	5.92	5.68	1.33
Colorado	—	—	—
Connecticut	6.24	—	—
Delaware	—	8.83	—
District of Columbia	0.00	†	†
Florida	9.73	9.78	3.71
Georgia	5.45	6.68	5.39
Hawaii	4.53	5.01	2.59
Idaho	—	—	—
Illinois	5.40	4.33	2.41
Indiana	3.18	0.00	—
Iowa	—	—	—
Kansas	—	—	—
Kentucky	—	—	—
Louisiana	4.72	2.20	4.56
Maine	—	—	—
Maryland	4.96	5.81	5.39
Massachusetts	—	—	—
Michigan	7.48	—	—
Minnesota	—	—	—
Mississippi	3.32	4.56	5.50
Missouri	—	11.39	—
Montana	0.00	—	9.54
Nebraska	—	—	—
Nevada	9.97	—	—
New Hampshire	—	—	—
New Jersey	—	—	—
New Mexico	4.31	3.32	4.11
New York	9.57	8.31	6.09
North Carolina	7.48	5.55	7.56
North Dakota	—	—	—
Ohio	—	—	0.00
Oklahoma	7.40	7.06	8.88
Oregon	—	—	—
Pennsylvania	—	—	—
Rhode Island	—	—	—
South Carolina	—	—	9.85
South Dakota	—	—	—
Tennessee	11.10	—	—
Texas	4.88	4.15	5.49
Utah	—	—	—
Vermont	—	†	—
Virginia	—	—	—
Washington	11.05	—	—
West Virginia	—	—	—
Wisconsin	—	—	—
Wyoming	—	—	—

— too few cases for a reliable estimate
† not applicable

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School and Public School Principal Questionnaires)

Table B.2.17 Percentage of Minority Principals Working in Public Schools with Varying Levels of Minority Enrollment, by State: 1993-94

United States	0.9	1.3	1.6
Alabama	1.2	6.5	6.5
Alaska	—	—	7.7
Arizona	3.6	8.1	8.5
Arkansas	—	—	9.8
California	2.7	5.8	6.9
Colorado	—	—	—
Connecticut	—	0.0	5.0
Delaware	0.0	0.0	†
District of Columbia	†	†	0.0
Florida	4.3	6.9	6.6
Georgia	2.3	4.0	4.4
Hawaii	1.2	2.7	2.9
Idaho	—	—	—
Illinois	4.2	4.6	6.2
Indiana	—	—	—
Iowa	—	—	—
Kansas	—	—	—
Kentucky	—	—	—
Louisiana	1.7	4.0	4.2
Maine	—	†	—
Maryland	2.7	6.1	6.7
Massachusetts	—	—	14.4
Michigan	—	—	10.5
Minnesota	—	—	—
Mississippi	2.0	6.9	7.2
Missouri	—	—	10.2
Montana	—	—	11.4
Nebraska	—	—	—
Nevada	—	—	—
New Hampshire	—	†	—
New Jersey	—	—	10.7
New Mexico	0.0	2.8	2.8
New York	7.3	6.1	9.0
North Carolina	3.1	6.7	7.2
North Dakota	—	—	—
Ohio	—	—	12.8
Oklahoma	6.9	9.2	7.8
Oregon	—	—	—
Pennsylvania	—	—	—
Rhode Island	—	—	—
South Carolina	—	—	10.6
South Dakota	—	—	—
Tennessee	—	—	10.4
Texas	2.8	5.5	6.1
Utah	7.2	0.0	—
Vermont	—	†	—
Virginia	—	—	—
Washington	—	—	—
West Virginia	—	—	—
Wisconsin	—	—	9.8
Wyoming	—	—	—

— too few cases for a reliable estimate
† not applicable

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School and Public School Principal Questionnaires)

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Table B.2.18
Percentage of Minority Principals Working in Elementary, Secondary, and Combined Public Schools, by State: 1993-94

United States	1.2	1.2	0.2
Alabama	5.3	4.6	1.3
Alaska	—	—	9.0
Arizona	3.7	3.8	0.5
Arkansas	9.1	—	—
California	3.3	3.2	0.6
Colorado	6.7	—	0.0
Connecticut	5.4	—	—
Delaware	10.5	—	—
District of Columbia	2.4	2.1	1.2
Florida	3.5	3.3	0.9
Georgia	2.9	2.8	0.7
Hawaii	3.0	2.8	1.4
Idaho	—	—	—
Illinois	3.2	3.3	0.3
Indiana	7.8	—	0.0
Iowa	—	—	—
Kansas	—	—	—
Kentucky	—	—	—
Louisiana	3.2	2.9	1.8
Maine	—	—	—
Maryland	3.4	3.4	0.0
Massachusetts	5.3	—	0.0
Michigan	3.4	—	—
Minnesota	—	—	—
Mississippi	5.6	5.4	2.0
Missouri	7.6	—	—
Montana	11.4	—	0.0
Nebraska	—	—	—
Nevada	8.3	—	0.0
New Hampshire	—	—	—
New Jersey	6.2	—	—
New Mexico	3.7	3.7	0.0
New York	5.0	3.9	2.1
North Carolina	4.3	4.1	0.5
North Dakota	—	—	—
Ohio	10.6	—	0.0
Oklahoma	7.8	7.7	1.2
Oregon	—	—	—
Pennsylvania	7.8	—	—
Rhode Island	—	—	—
South Carolina	6.5	—	0.0
South Dakota	—	—	—
Tennessee	6.5	—	—
Texas	6.1	5.7	1.7
Utah	—	—	0.0
Vermont	—	—	—
Virginia	4.5	—	0.0
Washington	6.7	—	—
West Virginia	—	—	—
Wisconsin	10.3	—	0.0
Wyoming	—	—	—

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School and Public School Principal Questionnaires)

Table B.3.1 Percentage of Public School Districts Requiring Selected Credentials When Screening or Considering Teacher Applicants, by State: 1993-94

United States	0.9	0.9	0.9	1.1
Alabama	2.4	2.4	3.6	1.5
Alaska	3.6	3.4	4.9	3.9
Arizona	2.9	10.7	9.1	7.9
Arkansas	3.9	3.7	4.2	4.7
California	4.6	9.7	5.7	8.8
Colorado	5.1	7.1	7.8	5.4
Connecticut	1.4	5.6	7.7	6.9
Delaware	1.0	1.0	1.1	0.9
District of Columbia	0.0	0.0	0.0	0.0
Florida	3.6	3.5	3.0	3.9
Georgia	4.5	3.8	3.7	4.8
Hawaii	0.0	0.0	0.0	0.0
Idaho	1.9	3.1	4.4	4.0
Illinois	3.9	4.8	4.8	5.3
Indiana	3.2	3.7	4.0	3.6
Iowa	3.4	3.9	3.5	4.8
Kansas	2.6	3.3	4.2	4.1
Kentucky	1.9	1.3	3.6	2.0
Louisiana	3.1	2.7	2.9	2.9
Maine	2.8	5.8	6.0	5.2
Maryland	3.5	4.4	4.4	3.4
Massachusetts	4.5	5.4	4.2	5.0
Michigan	2.1	3.2	5.7	3.2
Minnesota	3.0	3.6	3.8	3.7
Mississippi	1.7	2.2	2.3	2.9
Missouri	5.8	3.0	4.9	6.1
Montana	4.9	4.8	5.4	4.9
Nebraska	2.3	5.3	8.3	6.8
Nevada	1.1	0.5	0.5	0.4
New Hampshire	4.5	6.2	5.0	5.4
New Jersey	4.1	6.0	6.3	6.5
New Mexico	4.9	3.5	5.0	4.9
New York	1.7	3.5	3.7	3.7
North Carolina	3.7	3.3	3.3	3.4
North Dakota	1.2	4.3	4.0	1.3
Ohio	1.8	3.1	4.6	3.6
Oklahoma	2.8	2.7	2.6	3.0
Oregon	6.2	5.6	6.1	6.1
Pennsylvania	1.5	4.3	5.1	3.5
Rhode Island	0.0	0.5	2.5	0.4
South Carolina	2.2	2.7	2.9	4.6
South Dakota	2.0	3.0	3.7	2.8
Tennessee	1.4	4.3	5.4	4.5
Texas	3.8	2.9	2.5	3.8
Utah	3.2	4.0	2.1	3.3
Vermont	1.2	5.2	4.3	4.5
Virginia	5.6	5.4	4.3	7.2
Washington	11.7	10.6	10.1	9.8
West Virginia	0.1	0.1	0.1	0.2
Wisconsin	3.6	4.6	3.8	2.0
Wyoming	1.1	2.9	2.6	2.4

Note: These credentials are: (1) full standard state certification for field, (2) graduation from state-approved teacher education program, (3) at least emergency or temporary state certification, and (4) college major or minor in the field to be taught

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire for Public School Districts)

Table B.3.2 Percentage of Public School Districts Requiring Passage of Selected Tests When Screening or Considering Teacher Applicants, by State: 1993-94

United States	0.9	0.9	0.9	0.3
Alabama	1.7	1.5	1.6	0.9
Alaska	0.0	0.0	0.0	0.0
Arizona	4.5	9.3	2.9	#
Arkansas	5.1	4.5	2.8	1.2
California	7.9	8.2	6.3	0.7
Colorado	4.4	7.5	0.7	0.0
Connecticut	4.9	4.9	2.4	1.7
Delaware	0.6	0.8	0.0	0.0
District of Columbia	0.0	0.0	0.0	0.0
Florida	3.3	3.1	#	#
Georgia	3.8	3.2	0.3	0.0
Hawaii	0.0	0.0	0.0	0.0
Idaho	3.5	3.1	3.2	0.0
Illinois	3.8	4.3	2.9	1.2
Indiana	4.0	4.4	3.9	2.3
Iowa	0.0	0.0	0.1	0.0
Kansas	3.3	4.6	4.1	2.1
Kentucky	3.7	4.6	3.7	0.0
Louisiana	1.3	0.3	2.5	0.0
Maine	7.1	3.5	5.8	#
Maryland	0.0	0.0	2.2	0.0
Massachusetts	1.6	1.7	0.6	0.6
Michigan	7.7	7.8	10.6	0.9
Minnesota	4.8	3.8	1.7	2.0
Mississippi	3.6	3.6	0.0	1.8
Missouri	4.5	2.8	3.4	0.3
Montana	4.7	3.6	5.5	2.1
Nebraska	8.1	8.2	6.0	4.6
Nevada	0.7	0.7	0.3	0.1
New Hampshire	2.2	2.2	0.0	0.0
New Jersey	6.1	5.9	6.9	0.7
New Mexico	5.8	4.8	6.9	2.4
New York	4.2	4.2	2.8	1.1
North Carolina	3.4	3.4	1.6	#
North Dakota	0.7	0.7	0.7	0.3
Ohio	5.0	4.5	5.4	0.5
Oklahoma	2.4	2.3	2.0	0.5
Oregon	6.4	3.0	2.8	0.0
Pennsylvania	3.2	3.1	4.2	2.7
Rhode Island	2.2	2.2	0.5	0.4
South Carolina	3.6	4.3	2.0	1.3
South Dakota	0.0	0.0	0.4	0.0
Tennessee	4.9	4.9	6.4	0.8
Texas	2.3	3.0	2.1	0.2
Utah	0.0	0.0	0.0	0.0
Vermont	0.6	0.6	0.7	1.7
Virginia	4.8	4.5	7.5	2.2
Washington	10.3	10.6	0.0	1.0
West Virginia	0.1	0.1	0.1	0.1
Wisconsin	2.9	2.3	0.0	0.1
Wyoming	1.0	0.2	0.0	0.0

Note: These test criteria are: (1) passage of a state test of basic skills, (2) passage of a state test of subject knowledge, (3) passage of the National Teachers Examination (either the core battery or the professional specialty area), and (4) passage of a local district test of basic skills or subject knowledge.

less than 0.05%

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire for Public School Districts)

Table B.3.3 Percentage of Public School Districts Considering Various Criteria in the Teacher Hiring Process, by the District's Service Area Relative to a Metropolitan Statistical Area, by State: 1993-94

United States	1.8	1.5	1.0	2.1	2.0	1.0
Alabama	—	3.3	3.4	—	4.3	2.8
Alaska	—	—	3.6	—	—	3.5
Arizona	—	4.6	3.8	—	5.6	14.9
Arkansas	—	8.8	4.2	—	3.4	4.6
California	8.8	6.7	5.8	8.4	12.1	10.2
Colorado	—	5.2	7.0	—	—	8.0
Connecticut	2.0	1.9	0.0	3.6	6.9	11.0
Delaware	—	—	0.9	—	—	0.9
District of Columbia	0.0	†	†	0.0	†	†
Florida	—	3.2	6.8	—	2.3	—
Georgia	—	8.2	5.6	—	6.5	4.7
Hawaii	0.0	†	†	0.0	†	†
Idaho	—	—	2.0	—	—	3.1
Illinois	7.6	6.9	2.6	7.4	7.0	6.0
Indiana	1.2	4.7	4.1	1.8	5.2	4.9
Iowa	—	8.4	4.0	—	11.8	4.2
Kansas	—	8.4	2.6	—	8.5	3.6
Kentucky	—	0.5	2.3	—	0.0	1.6
Louisiana	—	5.5	4.0	—	0.7	4.1
Maine	—	10.8	2.7	—	—	5.9
Maryland	—	1.5	—	—	0.6	—
Massachusetts	0.7	5.4	0.0	4.4	4.9	—
Michigan	2.7	2.5	4.3	0.8	2.8	7.0
Minnesota	—	2.5	4.1	—	5.9	4.0
Mississippi	—	0.0	2.0	—	0.0	2.4
Missouri	—	8.1	7.2	—	8.0	3.9
Montana	—	4.8	5.3	—	15.0	5.3
Nebraska	—	—	2.1	—	—	5.5
Nevada	—	—	1.3	—	—	0.6
New Hampshire	—	8.8	5.6	—	—	7.6
New Jersey	—	4.1	—	—	6.2	—
New Mexico	—	—	5.7	—	—	4.0
New York	—	1.7	2.7	—	4.7	6.9
North Carolina	—	5.3	4.7	—	4.9	4.4
North Dakota	—	0.0	1.5	—	—	3.3
Ohio	0.0	0.0	4.9	0.0	4.4	6.1
Oklahoma	—	6.4	3.7	—	4.7	3.4
Oregon	—	3.8	11.0	—	5.0	9.0
Pennsylvania	0.0	1.2	4.8	—	5.2	8.0
Rhode Island	—	0.0	—	—	2.2	—
South Carolina	—	0.3	3.7	—	6.5	2.1
South Dakota	—	—	2.2	—	—	3.2
Tennessee	—	2.4	1.9	—	12.0	4.8
Texas	5.3	6.3	4.9	5.3	6.0	4.1
Utah	—	—	4.4	—	—	5.6
Vermont	—	0.0	1.2	—	—	5.6
Virginia	1.6	7.8	9.0	—	—	9.2
Washington	—	2.3	16.9	—	3.9	15.6
West Virginia	—	—	0.1	—	—	0.0
Wisconsin	2.2	5.4	4.7	2.2	6.8	5.9
Wyoming	—	—	1.1	—	—	3.1

Notes: District's service area relative to an MSA: (1) *city*—the district primarily serves a central city of an MSA, (2) *MSA*— serves an MSA but not primarily its central city, or (3) *not MSA*—it does not serve an MSA

These credentials are: (1) full standard state certification for field, or (2) graduation from state-approved teacher education program

— too few cases for a reliable estimate
† not applicable

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire for Public School Districts)

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Table B.3.3 Percentage of Public School Districts Considering Various Criteria in the Teacher Hiring Process, by the District's Service Area Relative to a Metropolitan Statistical Area, by State: 1993-94 (continued)

United States	1.5	1.7	1.1	2.5	2.0	1.3
Alabama	—	6.2	4.6	—	3.6	2.2
Alaska	—	—	5.0	—	—	4.0
Arizona	—	7.0	13.2	—	6.5	10.9
Arkansas	—	4.7	5.4	—	8.2	5.4
California	1.1	6.7	12.4	10.2	11.4	9.1
Colorado	—	7.3	10.9	—	2.3	8.3
Connecticut	4.3	7.8	—	5.2	8.6	—
Delaware	—	—	1.4	—	—	1.2
District of Columbia	0.0	†	†	0.0	†	†
Florida	—	1.8	6.1	—	2.2	—
Georgia	—	4.5	4.6	—	8.6	5.7
Hawaii	0.0	†	†	0.0	†	†
Idaho	—	—	4.6	—	—	4.1
Illinois	7.2	6.3	7.1	7.5	7.2	8.2
Indiana	1.3	5.7	7.4	2.1	4.7	5.4
Iowa	—	8.1	4.0	—	8.8	5.9
Kansas	—	9.6	5.1	—	8.8	4.9
Kentucky	—	—	3.9	—	0.0	2.5
Louisiana	—	5.5	3.7	—	5.5	3.9
Maine	—	6.9	6.3	—	—	5.3
Maryland	—	0.8	—	—	1.5	—
Massachusetts	4.5	4.1	—	5.1	5.0	—
Michigan	9.2	5.7	11.7	6.1	3.1	7.0
Minnesota	—	7.3	4.3	—	2.4	4.9
Mississippi	—	6.4	2.3	—	0.9	3.2
Missouri	—	5.6	6.8	—	10.1	7.8
Montana	—	—	5.7	—	14.1	5.4
Nebraska	—	—	8.7	—	—	6.9
Nevada	—	—	0.7	—	—	0.4
New Hampshire	—	—	3.7	—	—	6.4
New Jersey	—	6.3	—	—	6.6	—
New Mexico	—	—	5.2	—	—	5.5
New York	—	5.1	5.9	—	5.0	6.9
North Carolina	—	5.0	4.3	—	5.6	4.6
North Dakota	—	—	4.4	—	3.1	1.4
Ohio	8.2	6.4	8.3	—	4.4	6.4
Oklahoma	—	5.1	3.1	—	6.2	3.7
Oregon	—	11.1	9.6	—	8.5	8.3
Pennsylvania	8.3	5.5	8.8	9.9	3.7	7.4
Rhode Island	—	2.7	—	—	1.7	—
South Carolina	—	6.2	2.6	—	5.5	7.0
South Dakota	—	—	3.8	—	—	2.9
Tennessee	—	2.6	7.7	—	8.2	5.7
Texas	2.0	4.2	3.8	5.2	5.8	5.5
Utah	—	—	2.8	—	—	4.5
Vermont	—	—	4.4	—	8.9	4.7
Virginia	1.6	7.2	6.0	5.8	6.8	11.3
Washington	—	5.9	14.7	—	5.4	15.1
West Virginia	—	—	0.2	—	—	0.2
Wisconsin	0.7	6.8	5.4	2.2	3.3	2.8
Wyoming	—	—	2.7	—	—	2.6

Notes: District's service area relative to an MSA: (1) *city*—the district primarily serves a central city of an MSA, (2) *MSA*— serves an MSA but not primarily its central city, or (3) *not MSA*—it does not serve an MSA

These credentials are: (1) at least emergency or temporary state certification, and (2) college major or minor in the field to be taught

— too few cases for a reliable estimate
† not applicable

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire for Public School Districts)

Table B.3.3 Percentage of Public School Districts Considering Various Criteria in the Teacher Hiring Process, by the District's Service Area Relative to a Metropolitan Statistical Area, by State: 1993-94 (continued)

United States	2.1	1.9	1.2	2.4	1.9	1.2
Alabama	—	0.0	2.9	—	0.0	2.4
Alaska	—	—	0.0	—	—	0.0
Arizona	—	6.7	5.0	—	5.5	14.0
Arkansas	—	6.1	6.2	—	6.2	5.4
California	0.0	10.3	0.0	9.3	10.1	10.2
Colorado	—	3.9	6.1	—	—	9.1
Connecticut	7.8	7.2	0.0	7.8	7.2	0.0
Delaware	—	—	0.6	—	—	1.2
District of Columbia	0.0	†	†	0.0	†	†
Florida	—	3.9	5.2	—	3.9	4.2
Georgia	—	6.8	4.9	—	8.5	2.8
Hawaii	0.0	†	†	0.0	†	†
Idaho	—	—	3.6	—	—	3.2
Illinois	7.5	3.7	6.9	7.5	6.8	6.6
Indiana	6.3	5.8	6.1	6.3	5.7	6.9
Iowa	—	0.0	0.0	—	0.0	0.0
Kansas	—	7.0	4.1	—	8.0	5.4
Kentucky	—	—	4.5	—	—	5.0
Louisiana	—	1.5	2.0	—	1.5	0.5
Maine	—	—	7.5	—	—	3.8
Maryland	—	0.0	—	—	0.0	—
Massachusetts	0.0	1.9	0.0	0.0	2.0	0.0
Michigan	7.8	5.8	17.2	7.3	5.6	17.2
Minnesota	—	8.0	6.6	—	7.1	5.4
Mississippi	—	0.0	4.3	—	0.0	4.3
Missouri	—	2.4	6.0	—	2.7	3.8
Montana	—	—	4.6	—	—	3.7
Nebraska	—	—	8.4	—	—	8.3
Nevada	—	—	0.9	—	—	0.9
New Hampshire	—	0.0	3.0	—	0.0	2.9
New Jersey	—	6.2	—	—	6.1	—
New Mexico	—	—	6.6	—	—	5.1
New York	—	5.9	5.8	—	6.4	6.0
North Carolina	—	—	4.4	—	—	4.4
North Dakota	—	0.0	0.9	—	0.0	0.8
Ohio	—	5.7	7.6	—	5.8	6.5
Oklahoma	—	3.9	3.1	—	4.4	3.0
Oregon	—	10.7	8.0	—	5.8	3.7
Pennsylvania	9.1	3.9	7.1	9.1	3.9	7.1
Rhode Island	—	2.2	—	—	2.2	—
South Carolina	—	5.5	5.3	—	5.8	5.9
South Dakota	—	—	0.0	—	—	0.0
Tennessee	—	7.2	6.2	—	6.0	6.4
Texas	0.4	2.6	3.9	2.7	4.4	4.7
Utah	—	—	0.0	—	—	0.0
Vermont	—	0.0	0.6	—	0.0	0.6
Virginia	—	—	6.7	—	—	6.5
Washington	—	5.4	15.1	—	0.0	15.1
West Virginia	—	—	0.2	—	—	0.1
Wisconsin	0.0	5.1	3.7	0.0	1.8	3.7
Wyoming	—	—	1.0	—	—	0.2

Notes: District's service area relative to an MSA: (1) *city*—the district primarily serves a central city of an MSA, (2) *MSA*— serves an MSA but not primarily its central city, or (3) *not MSA*—it does not serve an MSA

These test criteria are: (1) passage of a state test of basic skills, and (2) passage of a state test of subject knowledge

— too few cases for a reliable estimate
† not applicable

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire for Public School Districts)

Table B.3.3 Percentage of Public School Districts Considering Various Criteria in the Teacher Hiring Process, by the District's Service Area Relative to a Metropolitan Statistical Area, by State: 1993-94 (continued)

United States	2.6	1.6	1.2	0.4	0.3	0.5
Alabama	—	—	2.5	—	0.0	1.4
Alaska	—	—	0.0	—	—	0.0
Arizona	—	3.1	4.3	—	0.5	0.0
Arkansas	—	1.8	3.6	—	0.0	1.5
California	10.8	7.8	10.2	1.7	1.0	1.8
Colorado	—	—	0.6	—	0.0	0.0
Connecticut	5.8	1.2	—	0.0	0.0	—
Delaware	—	—	0.0	—	—	0.0
District of Columbia	0.0	†	†	0.0	†	†
Florida	—	0.2	0.0	—	0.4	0.0
Georgia	—	1.3	0.0	—	0.0	0.0
Hawaii	0.0	†	†	0.0	†	†
Idaho	—	—	3.2	—	—	0.0
Illinois	—	1.2	6.7	0.0	0.8	2.7
Indiana	0.0	5.9	7.0	0.0	1.0	4.4
Iowa	—	0.0	0.2	—	0.0	0.0
Kansas	—	9.8	4.3	—	0.0	2.6
Kentucky	—	8.8	4.9	—	0.0	0.0
Louisiana	—	0.7	3.8	—	0.0	0.0
Maine	—	2.8	6.2	—	0.0	0.0
Maryland	—	0.2	—	—	0.0	—
Massachusetts	0.7	0.7	0.0	0.0	0.7	0.0
Michigan	—	1.3	21.9	0.3	1.8	1.0
Minnesota	—	2.5	2.2	—	1.8	2.6
Mississippi	—	0.0	0.0	—	0.0	2.1
Missouri	—	6.5	3.9	—	1.1	0.0
Montana	—	8.4	5.9	—	—	1.6
Nebraska	—	—	6.2	—	—	4.8
Nevada	—	—	0.4	—	—	0.1
New Hampshire	—	0.0	0.0	—	0.0	0.0
New Jersey	—	7.0	—	—	0.7	—
New Mexico	—	—	7.9	—	—	2.7
New York	—	3.7	5.2	—	0.2	3.0
North Carolina	—	0.3	2.3	—	0.5	0.0
North Dakota	—	0.0	0.9	—	0.0	0.3
Ohio	—	6.1	8.6	0.0	0.9	0.0
Oklahoma	—	4.8	2.6	—	0.1	0.7
Oregon	—	3.2	4.4	—	0.0	0.0
Pennsylvania	9.3	5.0	9.1	0.9	2.3	—
Rhode Island	—	1.9	—	—	0.6	—
South Carolina	—	5.4	1.0	—	—	0.0
South Dakota	—	—	0.4	—	—	0.0
Tennessee	—	13.2	7.4	—	0.0	1.2
Texas	0.0	3.5	3.1	0.0	0.3	0.3
Utah	—	—	0.0	—	—	0.0
Vermont	—	0.0	0.8	—	0.0	1.8
Virginia	0.0	0.9	11.8	0.0	0.0	3.7
Washington	—	0.0	0.0	—	0.0	1.6
West Virginia	—	—	0.1	—	—	0.0
Wisconsin	0.0	0.0	0.0	0.0	0.0	0.1
Wyoming	—	—	0.0	—	—	0.0

Notes: District's service area relative to an MSA: (1) *city*—the district primarily serves a central city of an MSA, (2) *MSA*— serves an MSA but not primarily its central city, or (3) *not MSA*—it does not serve an MSA

These test criteria are: (1) passage of the National Teachers Examination (either the core battery or the professional specialty area), and (2) passage of a local district test of basic skills or subject knowledge.

— too few cases for a reliable estimate
† not applicable

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire for Public School Districts)

Table B.3.4 Percentage of Public School Science Teachers (Grades 7-12 Only) with a Major in Field, by State: 1993-94

United States	1.3	1.2	1.0
Alabama	4.4	5.4	4.7
Alaska	5.3	5.1	4.7
Arizona	5.4	4.8	4.3
Arkansas	5.3	5.4	5.4
California	6.6	6.0	6.1
Colorado	5.8	4.9	3.5
Connecticut	2.9	2.7	2.0
Delaware	9.3	10.5	10.5
District of Columbia	—	—	—
Florida	7.6	7.2	8.4
Georgia	5.7	5.5	5.5
Hawaii	10.2	12.1	8.6
Idaho	4.9	4.3	3.0
Illinois	4.7	4.1	2.7
Indiana	4.4	4.1	3.3
Iowa	5.0	5.6	4.9
Kansas	4.4	4.1	3.4
Kentucky	9.0	8.8	8.8
Louisiana	5.5	5.1	5.3
Maine	7.3	6.2	6.2
Maryland	4.6	5.0	4.9
Massachusetts	1.7	2.0	1.7
Michigan	6.5	6.1	6.2
Minnesota	1.5	2.3	2.2
Mississippi	4.3	4.3	3.8
Missouri	7.5	7.3	6.4
Montana	3.2	2.7	3.2
Nebraska	5.1	5.9	5.1
Nevada	6.3	7.4	7.3
New Hampshire	5.6	6.1	5.7
New Jersey	8.1	7.0	6.7
New Mexico	6.7	6.9	4.7
New York	2.4	2.3	2.3
North Carolina	6.0	5.9	5.6
North Dakota	3.0	3.5	2.7
Ohio	6.0	5.9	5.5
Oklahoma	4.1	3.4	3.5
Oregon	3.2	3.4	3.0
Pennsylvania	4.4	4.6	4.1
Rhode Island	5.5	5.7	5.7
South Carolina	6.3	5.7	5.5
South Dakota	6.6	5.0	5.2
Tennessee	6.8	6.6	6.5
Texas	6.2	5.6	4.9
Utah	4.6	4.2	4.3
Vermont	7.2	7.7	7.7
Virginia	8.7	7.7	8.1
Washington	3.6	4.0	3.6
West Virginia	4.9	4.7	4.2
Wisconsin	10.4	9.7	9.7
Wyoming	4.2	4.4	3.3

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table B.3.5 Percentage of Public School Mathematics Teachers (Grades 7-12 Only) with a Major in Field, by State: 1993-94

United States	0.9	0.9	0.8
Alabama	2.5	4.1	3.9
Alaska	6.1	5.1	4.5
Arizona	5.1	6.7	7.2
Arkansas	5.0	4.9	4.2
California	5.0	4.7	4.7
Colorado	5.7	5.9	5.5
Connecticut	4.2	4.3	2.9
Delaware	—	—	—
District of Columbia	9.7	9.7	9.7
Florida	5.1	4.9	3.4
Georgia	5.9	5.2	5.2
Hawaii	13.0	10.5	10.4
Idaho	3.9	3.7	4.3
Illinois	3.3	3.4	3.4
Indiana	3.3	2.9	1.8
Iowa	6.0	5.4	3.2
Kansas	5.4	5.1	4.0
Kentucky	4.9	5.7	5.6
Louisiana	4.3	4.2	4.5
Maine	5.9	5.8	5.0
Maryland	6.2	5.5	4.0
Massachusetts	3.0	2.9	3.0
Michigan	6.4	6.1	6.5
Minnesota	2.6	2.6	2.4
Mississippi	5.3	5.3	4.4
Missouri	2.7	3.0	2.1
Montana	2.4	2.3	1.9
Nebraska	4.9	5.0	3.5
Nevada3	8.2	8.4	6.2
New Hampshire	5.4	5.8	3.8
New Jersey	6.2	6.1	6.5
New Mexico	5.3	5.1	3.2
New York	2.4	2.4	2.2
North Carolina	6.4	6.1	5.5
North Dakota	3.1	3.2	2.6
Ohio	6.1	6.1	4.6
Oklahoma	3.1	3.0	2.0
Oregon	6.5	5.3	5.2
Pennsylvania	1.3	1.2	1.2
Rhode Island	6.3	6.3	5.8
South Carolina	5.4	5.9	6.2
South Dakota	4.1	3.9	2.6
Tennessee	5.3	5.4	5.1
Texas	6.0	5.7	2.7
Utah	3.2	3.2	3.2
Vermont	6.5	7.1	6.6
Virginia	7.2	7.2	6.9
Washington	5.7	4.7	5.2
West Virginia	4.5	4.5	3.3
Wisconsin	6.9	6.8	6.4
Wyoming	3.1	3.1	2.4

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table B.3.6
Percentage of Public School English Teachers (Grades 7-12 Only) with a Major in Field, by State: 1993-94

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

	[illegible]	[illegible]	[illegible] Assignment [illegible] Major/Minor
United States	1.1	1.0	0.8
Alabama	3.5	3.3	3.0
Alaska	4.3	5.0	4.5
Arizona	4.5	4.5	4.4
Arkansas	4.5	4.3	2.9
California	3.7	3.6	3.2
Colorado	2.9	4.3	4.4
Connecticut	3.7	3.9	2.7
Delaware	5.4	7.5	7.5
District of Columbia	6.6	6.6	6.6
Florida	4.3	3.8	2.3
Georgia	3.6	4.9	4.8
Hawaii	6.4	7.0	4.3
Idaho	3.0	3.0	3.3
Illinois	3.2	3.6	3.5
Indiana	3.8	4.2	3.5
Iowa	5.8	6.7	6.5
Kansas	3.3	3.5	3.6
Kentucky	5.9	6.2	6.5
Louisiana	4.0	5.0	4.0
Maine	4.6	4.2	3.0
Maryland	3.7	3.9	3.6
Massachusetts	2.1	3.8	3.0
Michigan	6.7	6.1	4.7
Minnesota	2.9	2.7	2.6
Mississippi	6.2	6.0	4.6
Missouri	3.5	3.7	3.3
Montana	2.9	3.1	2.8
Nebraska	3.2	4.1	3.8
Nevada	4.8	4.8	4.0
New Hampshire	5.3	5.3	5.1
New Jersey	5.2	4.5	4.2
New Mexico	3.7	3.6	3.1
New York	1.6	1.9	1.8
North Carolina	3.5	3.3	3.2
North Dakota	4.0	4.3	2.9
Ohio	4.4	4.8	4.6
Oklahoma	3.5	3.1	3.7
Oregon	6.4	5.7	5.8
Pennsylvania	6.6	6.4	6.4
Rhode Island	5.3	5.3	0.0
South Carolina	4.1	4.5	4.4
South Dakota	3.8	4.2	4.1
Tennessee	5.3	6.0	6.7
Texas	5.0	4.8	2.9
Utah	2.6	2.2	2.3
Vermont	6.2	6.0	4.6
Virginia	2.5	7.0	6.9
Washington	6.1	4.5	5.0
West Virginia	6.1	5.8	3.7
Wisconsin	6.1	5.7	5.8
Wyoming	3.6	3.7	3.9

Table 3.7
Percentage of Public School Social Studies Teachers (Grades 7-12 Only) with a Major in Field, by State: 1993-94

	Main Assignment with Major	Second Assignment with Major	Either Assignment with Major/Minor
United States	0.9	0.8	0.7
Alabama	3.0	3.1	2.3
Alaska	5.6	5.3	3.7
Arizona	4.3	4.0	4.2
Arkansas	4.4	4.0	2.9
California	4.1	3.8	2.2
Colorado	6.3	5.9	5.9
Connecticut	2.4	4.2	1.6
Delaware	6.4	6.1	5.8
District of Columbia	—	—	—
Florida	3.9	4.1	3.7
Georgia	3.1	4.4	4.3
Hawaii	6.0	5.5	6.2
Idaho	6.1	5.1	3.3
Illinois	5.6	5.1	3.3
Indiana	2.5	3.5	3.3
Iowa	7.6	7.6	6.4
Kansas	5.4	5.4	4.7
Kentucky	8.2	8.2	3.2
Louisiana	4.4	3.6	2.6
Maine	7.8	7.3	7.3
Maryland	4.5	4.9	1.6
Massachusetts	3.4	6.8	2.3
Michigan	4.1	4.5	2.4
Minnesota	2.8	3.1	1.7
Mississippi	2.8	3.4	2.9
Missouri	4.6	5.0	3.5
Montana	4.0	4.1	2.7
Nebraska	3.3	3.7	2.1
Nevada	3.8	4.5	3.7
New Hampshire	3.9	3.8	4.5
New Jersey	3.9	3.5	3.1
New Mexico	5.8	5.8	5.2
New York	2.3	5.0	2.2
North Carolina	3.9	5.5	5.6
North Dakota	4.4	4.3	2.9
Ohio	4.7	4.8	4.5
Oklahoma	2.7	2.6	1.4
Oregon	5.0	4.5	3.8
Pennsylvania	7.3	7.3	7.5
Rhode Island	5.4	5.4	5.4
South Carolina	4.7	4.2	3.6
South Dakota	4.9	4.4	3.2
Tennessee	6.3	7.0	4.6
Texas	5.1	4.9	3.6
Utah	3.8	3.8	2.0
Vermont	7.8	9.0	6.3
Virginia	8.0	9.2	8.5
Washington	5.1	3.8	3.4
West Virginia	5.2	5.2	2.9
Wisconsin	4.7	4.8	4.4
Wyoming	2.9	2.9	2.1

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table B.3.8 Percentage of Public School Special Education Teachers (Grades 7-12 Only) with a Major in Field, by State: 1993-94

United States	1.8	1.7	1.7
Alabama	7.6	7.4	7.4
Alaska	11.5	11.5	11.5
Arizona	4.8	5.9	5.7
Arkansas	9.6	9.6	9.5
California	6.9	6.3	6.3
Colorado	9.3	12.4	12.4
Connecticut	4.9	6.1	6.1
Delaware	—	—	—
District-of Columbia	—	—	—
Florida	4.5	4.8	4.9
Georgia	5.7	5.7	5.7
Hawaii	—	—	—
Idaho	—	—	—
Illinois	6.3	6.3	6.3
Indiana	4.5	5.2	5.2
Iowa	—	—	—
Kansas	—	—	—
Kentucky	6.2	6.2	6.1
Louisiana	8.9	8.3	7.1
Maine	—	—	—
Maryland	5.0	5.3	5.3
Massachusetts	5.3	6.4	5.7
Michigan	7.4	7.4	7.4
Minnesota	11.3	10.7	9.8
Mississippi	7.7	7.5	6.5
Missouri	—	—	—
Montana	—	—	—
Nebraska	—	—	—
Nevada	—	—	—
New Hampshire	—	—	—
New Jersey	6.5	6.9	7.2
New Mexico	5.2	4.9	4.8
New York	6.8	8.1	8.4
North Carolina	6.7	6.7	6.7
North Dakota	—	—	—
Ohio	10.7	10.7	10.7
Oklahoma	0.0	5.1	5.1
Oregon	—	—	—
Pennsylvania	7.6	7.1	7.1
Rhode Island	—	—	—
South Carolina	—	—	—
South Dakota	—	—	—
Tennessee	10.4	10.4	10.4
Texas	—	9.8	10.3
Utah	6.2	6.5	5.2
Vermont	—	—	—
Virginia	9.5	9.5	9.5
Washington	9.8	8.9	8.9
West Virginia	7.5	8.1	8.1
Wisconsin	8.7	8.1	8.1
Wyoming	—	—	—

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table B.3.9 Percentage of Public School Foreign Language Teachers (Grades 7-12 Only) with a Major in Field, by State: 1993-94

	Main Assignment with Major	Second Assignment with Major	Either Assignment with Major/Minor
United States	1.2	1.3	0.8
Alabama	4.3	4.3	4.3
Alaska	7.9	7.6	8.1
Arizona	4.9	4.4	3.9
Arkansas	6.9	8.2	8.0
California	4.3	4.0	3.7
Colorado	6.2	8.4	8.2
Connecticut	4.5	4.5	1.5
Delaware	—	—	—
District of Columbia	—	—	—
Florida	4.9	7.5	6.9
Georgia	9.6	9.1	8.7
Hawaii	—	—	—
Idaho	5.8	5.7	5.9
Illinois	4.7	6.1	4.4
Indiana	5.5	5.6	2.7
Iowa	5.8	5.7	3.3
Kansas	4.3	4.8	2.1
Kentucky	10.0	8.3	7.2
Louisiana	6.3	6.7	5.8
Maine	6.1	6.1	7.0
Maryland	5.8	6.5	4.5
Massachusetts	1.6	1.8	1.6
Michigan	11.3	11.2	0.6
Minnesota	3.6	3.4	2.1
Mississippi	8.6	8.6	9.1
Missouri	7.1	9.5	8.6
Montana	5.9	5.6	2.5
Nebraska	6.6	6.1	5.2
Nevada	—	—	—
New Hampshire	5.1	4.4	4.4
New Jersey	7.0	7.6	4.5
New Mexico	5.8	7.3	4.6
New York	1.4	1.9	1.3
North Carolina	8.7	8.7	0.0
North Dakota	12.1	10.8	2.8
Ohio	7.1	7.9	3.7
Oklahoma	4.8	4.6	5.2
Oregon	10.7	10.5	7.1
Pennsylvania	6.7	6.7	3.2
Rhode Island	0.0	0.0	0.0
South Carolina	3.4	3.3	2.7
South Dakota	5.7	5.4	3.4
Tennessee	8.1	8.0	4.2
Texas	7.7	7.0	4.7
Utah	4.5	4.2	2.2
Vermont	10.2	10.7	6.0
Virginia	5.4	5.4	5.2
Washington	4.5	4.0	4.2
West Virginia	7.3	5.9	0.0
Wisconsin	4.6	5.8	5.0
Wyoming	3.6	3.5	0.0

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table B.3.10 Percentage of Public School Vocational Education Teachers (Grades 7-12 Only) with a Major in Field, by State: 1993-94

	[illegible]	[illegible]	[illegible]
United States	0.6	0.6	0.6
Alabama	1.4	1.6	1.6
Alaska	5.1	4.3	4.0
Arizona	4.4	4.2	2.9
Arkansas	2.7	2.7	2.2
California	7.2	6.4	6.7
Colorado	5.3	5.0	5.0
Connecticut	1.8	2.0	2.0
Delaware	11.8	10.7	10.7
District of Columbia	—	—	—
Florida	3.3	3.2	2.5
Georgia	2.9	2.9	2.8
Hawaii	3.3	3.8	3.8
Idaho	3.1	3.5	3.5
Illinois	2.0	1.8	1.7
Indiana	2.0	2.0	2.0
Iowa	1.7	2.2	2.2
Kansas	1.2	1.2	1.2
Kentucky	4.9	4.6	4.6
Louisiana	2.2	2.1	2.1
Maine	2.9	2.9	2.9
Maryland	2.9	3.5	3.5
Massachusetts	2.8	3.1	3.0
Michigan	2.2	2.6	2.6
Minnesota	1.8	1.6	1.6
Mississippi	4.3	4.3	4.0
Missouri	2.4	2.6	2.5
Montana	2.3	2.3	2.2
Nebraska	1.2	2.4	2.4
Nevada	1.5	1.4	1.4
New Hampshire	2.7	4.3	4.3
New Jersey	3.9	3.8	3.8
New Mexico	3.5	4.0	3.7
New York	2.7	3.4	2.7
North Carolina	4.1	4.1	4.1
North Dakota	1.7	1.7	1.3
Ohio	2.6	3.0	2.9
Oklahoma	0.7	0.8	0.7
Oregon	1.9	2.6	2.7
Pennsylvania	2.2	2.2	2.2
Rhode Island	8.5	8.5	8.5
South Carolina	3.4	3.5	3.5
South Dakota	2.6	2.5	2.5
Tennessee	4.4	4.2	4.1
Texas	4.2	3.9	4.1
Utah	2.0	2.4	2.4
Vermont	4.2	3.9	3.9
Virginia	4.2	3.7	3.7
Washington	4.4	5.1	5.1
West Virginia	2.6	4.0	4.0
Wisconsin	1.4	1.5	1.5
Wyoming	2.3	1.6	1.6

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table B.3.11 Percentage of Public School Teachers (Grades 7-12 Only) Teaching at Least One Course in Mathematics or Science Without a Major or a Minor in Those Fields, by School Enrollment Size, by State: 1993-94

	Math			Science		
	Small	Medium	Large	Small	Medium	Large
United States	2.1	2.5	1.1	2.3	2.9	1.0
Alabama	—	—	3.5	—	—	3.2
Alaska	5.1	—	6.1	5.4	—	—
Arizona	—	—	6.9	—	—	5.2
Arkansas	—	—	4.9	—	—	2.6
California	6.2	11.6	4.8	—	—	3.9
Colorado	10.5	9.3	4.3	—	—	2.7
Connecticut	—	—	3.8	—	0.0	4.3
Delaware	—	—	9.0	—	—	—
District of Columbia	—	—	—	—	—	—
Florida	—	—	3.6	—	—	4.8
Georgia	—	—	5.4	—	—	6.2
Hawaii	—	—	6.7	—	—	—
Idaho	6.8	6.9	4.9	—	—	3.6
Illinois	—	—	5.7	—	—	4.7
Indiana	—	—	3.8	—	—	3.0
Iowa	—	—	—	—	—	0.0
Kansas	—	—	7.1	6.1	—	3.9
Kentucky	—	—	4.4	—	—	7.7
Louisiana	—	7.1	4.9	—	7.8	5.0
Maine	—	8.7	4.8	—	—	5.8
Maryland	—	—	4.4	—	—	3.1
Massachusetts	—	8.1	4.7	—	6.6	1.6
Michigan	—	6.4	6.5	—	9.0	6.8
Minnesota	—	—	3.8	—	—	2.8
Mississippi	—	—	4.8	—	—	6.0
Missouri	—	—	3.4	—	—	4.9
Montana	3.3	—	—	4.1	—	—
Nebraska	4.4	—	—	6.6	—	0.0
Nevada	—	—	6.2	—	—	—
New Hampshire	—	—	—	—	—	—
New Jersey	—	—	4.6	—	—	5.5
New Mexico	—	—	4.0	—	—	3.0
New York	—	—	4.0	—	—	3.0
North Carolina	—	—	5.5	—	10.9	5.1
North Dakota	4.5	—	—	2.8	—	—
Ohio	—	7.2	5.8	—	—	6.0
Oklahoma	3.8	7.9	3.8	7.7	—	3.4
Oregon	—	8.0	7.0	—	—	4.4
Pennsylvania	—	—	4.1	—	—	4.8
Rhode Island	—	—	—	—	—	—
South Carolina	—	—	5.0	—	—	5.7
South Dakota	3.6	5.3	—	6.5	—	—
Tennessee	—	8.2	5.5	—	—	7.2
Texas	10.5	—	3.6	—	—	4.0
Utah	—	—	3.8	—	—	3.9
Vermont	—	—	—	—	—	—
Virginia	—	—	8.0	—	—	8.3
Washington	—	6.3	4.2	—	—	3.2
West Virginia	—	—	8.1	—	—	5.5
Wisconsin	—	—	10.5	—	9.0	3.9
Wyoming	6.2	—	2.9	—	—	3.7

small: less than 300 students,
medium: between 300 and 600 students,
large: 600 or more students

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table B.3.12 Percentage of Public School Teachers (Grades 7-12 Only) Teaching at Least One Course in Social Studies or English Without a Major or a Minor in Those Fields, by School Enrollment Size, by State: 1993-94

	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
United States	2.4	1.5	1.1	2.9	2.0	0.9
Alabama	—	—	2.6	—	—	4.0
Alaska	—	—	—	7.1	—	—
Arizona	—	7.8	4.1	—	—	3.5
Arkansas	—	—	4.9	—	6.1	6.4
California	—	—	3.0	—	—	2.3
Colorado	—	—	8.5	—	—	5.5
Connecticut	—	—	3.6	—	—	5.3
Delaware	—	—	—	—	—	6.7
District of Columbia	—	—	—	—	—	—
Florida	—	—	4.2	—	3.7	3.3
Georgia	—	—	5.6	—	—	5.0
Hawaii	—	—	7.7	—	—	—
Idaho	—	—	5.2	—	6.3	3.6
Illinois	—	—	6.4	—	—	4.3
Indiana	—	—	3.0	—	4.6	4.3
Iowa	—	—	—	—	—	9.9
Kansas	—	—	6.9	—	—	5.4
Kentucky	—	—	5.2	—	12.6	4.9
Louisiana	—	5.1	4.0	—	5.4	3.6
Maine	—	—	—	—	5.2	5.7
Maryland	—	—	2.3	—	—	4.3
Massachusetts	—	4.8	2.2	—	3.5	2.1
Michigan	—	3.7	2.6	—	10.7	5.9
Minnesota	—	—	3.1	—	—	4.2
Mississippi	—	0.0	4.2	—	—	5.1
Missouri	—	—	5.3	—	—	4.4
Montana	4.0	—	—	2.9	7.8	5.2
Nebraska	4.1	—	—	5.1	—	—
Nevada	—	—	—	—	—	—
New Hampshire	—	—	—	—	—	—
New Jersey	—	—	5.9	—	—	4.2
New Mexico	—	—	5.8	—	—	3.2
New York	—	—	3.5	—	3.5	2.8
North Carolina	—	—	5.8	—	—	4.1
North Dakota	5.9	—	—	4.2	—	—
Ohio	—	—	4.0	—	—	6.6
Oklahoma	3.3	3.9	3.2	4.7	7.4	7.2
Oregon	—	—	4.1	10.3	—	7.1
Pennsylvania	—	—	8.8	—	—	7.4
Rhode Island	—	—	—	—	—	—
South Carolina	—	13.2	4.1	—	—	6.1
South Dakota	4.1	—	—	4.2	—	9.1
Tennessee	—	—	3.8	—	11.6	6.4
Texas	—	—	6.1	7.6	6.8	3.9
Utah	—	—	2.8	—	—	2.5
Vermont	—	—	—	—	—	—
Virginia	—	—	8.8	—	—	8.1
Washington	—	—	4.5	—	—	4.6
West Virginia	—	—	5.3	—	5.3	6.3
Wisconsin	—	—	6.2	—	—	7.6
Wyoming	—	—	—	—	—	3.8

small: less than 300 students,
medium: between 300 and 600 students,
large: 600 or more students.

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table B.3.13 Percentage of Public School Teachers (Grades K-6 only) with Pre-elementary or Elementary Education Majors and with Education Beyond a Bachelor's Degree, by State: 1993-94

[illegible]	Pre-elementary or Elementary Education Major	Education Beyond a Bachelor's Degree
United States	0.6	0.5
Alabama	1.7	2.5
Alaska	1.7	1.6
Arizona	2.1	3.1
Arkansas	1.8	3.2
California	3.1	2.6
Colorado	1.6	2.4
Connecticut	1.9	2.0
Delaware	2.1	2.5
District of Columbia	2.4	2.5
Florida	2.7	2.0
Georgia	2.0	2.2
Hawaii	1.6	2.0
Idaho	2.8	2.4
Illinois	1.9	2.2
Indiana	2.3	3.2
Iowa	2.6	3.2
Kansas	1.8	2.3
Kentucky	3.1	4.2
Louisiana	1.8	2.7
Maine	3.0	3.4
Maryland	2.5	3.3
Massachusetts	1.5	2.5
Michigan	2.9	3.7
Minnesota	2.3	3.4
Mississippi	2.2	2.5
Missouri	2.4	3.8
Montana	1.7	2.1
Nebraska	2.1	3.6
Nevada	2.5	3.5
New Hampshire	3.1	2.1
New Jersey	2.7	4.7
New Mexico	2.4	2.3
New York	2.7	3.5
North Carolina	1.7	2.0
North Dakota	1.8	1.9
Ohio	2.2	4.0
Oklahoma	1.8	3.4
Oregon	3.3	3.1
Pennsylvania	2.9	3.6
Rhode Island	2.8	3.1
South Carolina	2.7	4.7
South Dakota	1.5	2.2
Tennessee	2.5	3.0
Texas	2.5	2.5
Utah	1.8	2.2
Vermont	3.1	3.0
Virginia	2.7	3.7
Washington	3.1	3.2
West Virginia	2.7	2.5
Wisconsin	3.0	3.4
Wyoming	1.3	1.6

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table B.3.14 Average Years of Teaching Experience and Percentage of Public School Teachers by Years of Teaching Experience, by State: 1993-94

United States	0.1	0.2	0.3	0.3	0.3
Alabama	0.3	0.7	1.5	1.9	1.5
Alaska	0.2	0.5	1.1	1.3	1.1
Arizona	0.3	1.0	1.7	1.8	1.4
Arkansas	0.3	0.8	1.6	1.6	1.6
California	0.4	0.7	1.7	1.7	1.7
Colorado	0.3	0.8	1.7	1.8	1.6
Connecticut	0.3	0.6	0.9	1.5	1.6
Delaware	0.4	1.1	1.9	2.2	2.1
District of Columbia	0.6	1.5	2.1	2.3	3.5
Florida	0.3	0.9	1.5	1.6	1.5
Georgia	0.3	1.1	1.3	1.3	1.3
Hawaii	0.5	1.2	1.6	1.4	2.2
Idaho	0.3	1.1	1.3	1.3	1.2
Illinois	0.3	0.6	1.0	1.3	1.4
Indiana	0.3	0.8	2.0	2.4	2.0
Iowa	0.4	0.9	1.7	1.7	2.2
Kansas	0.3	0.8	1.4	1.4	1.2
Kentucky	0.5	1.5	2.2	2.3	2.1
Louisiana	0.3	0.9	1.4	1.5	1.3
Maine	0.4	0.6	1.8	1.8	1.7
Maryland	0.2	0.9	1.5	1.4	1.5
Massachusetts	0.2	0.6	1.0	1.4	1.1
Michigan	0.4	0.8	1.7	2.1	2.2
Minnesota	0.4	1.0	1.8	1.7	1.8
Mississippi	0.2	0.8	1.5	1.9	1.2
Missouri	0.4	0.9	2.1	1.9	1.9
Montana	0.2	0.6	1.2	1.3	1.1
Nebraska	0.3	0.7	1.3	1.3	1.6
Nevada	0.4	0.9	2.2	2.2	1.7
New Hampshire	0.3	0.9	1.8	1.5	1.6
New Jersey	0.4	0.7	1.9	2.3	1.9
New Mexico	0.3	1.0	1.6	1.7	1.4
New York	0.4	1.2	1.7	1.9	1.9
North Carolina	0.2	0.7	1.5	1.3	1.3
North Dakota	0.3	0.5	1.1	1.4	1.5
Ohio	0.4	0.9	1.7	2.4	2.1
Oklahoma	0.2	0.8	1.8	1.8	1.2
Oregon	0.4	0.7	1.5	1.4	1.8
Pennsylvania	0.4	0.8	1.6	2.2	2.2
Rhode Island	0.4	0.8	1.4	1.8	2.2
South Carolina	0.4	1.4	1.9	1.8	1.6
South Dakota	0.3	0.7	1.1	1.1	1.2
Tennessee	0.4	1.1	1.8	2.1	2.2
Texas	0.3	0.9	1.6	1.4	1.3
Utah	0.2	0.6	1.4	1.3	0.9
Vermont	0.4	1.0	1.8	1.9	1.7
Virginia	0.4	1.2	2.1	1.8	1.8
Washington	0.4	0.8	1.8	1.6	1.8
West Virginia	0.3	0.7	1.5	1.4	1.6
Wisconsin	0.4	0.8	2.0	2.0	2.1
Wyoming	0.3	0.6	1.2	1.3	1.3

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table B.4.1
Grades K-6 Average Class Size, and Percentage of Classes with 30 or More Students, by State: 1993-94

United States	0.3	1.6
Alabama	0.8	3.4
Alaska	1.3	6.0
Arizona	2.1	18.9
Arkansas	0.6	1.2
California	1.0	7.5
Colorado	0.9	6.3
Connecticut	0.9	0.0
Delaware	0.8	6.3
District of Columbia	1.4	2.5
Florida	0.8	5.2
Georgia	1.8	5.1
Hawaii	0.7	6.1
Idaho	4.2	6.0
Illinois	1.2	4.8
Indiana	1.6	9.7
Iowa	0.6	3.8
Kansas	1.3	4.9
Kentucky	0.9	0.8
Louisiana	0.8	3.5
Maine	1.6	3.7
Maryland	2.7	7.7
Massachusetts	1.5	3.8
Michigan	2.2	13.5
Minnesota	0.9	8.2
Mississippi	1.3	5.7
Missouri	1.0	4.1
Montana	0.8	3.9
Nebraska	1.3	3.0
Nevada	0.9	8.3
New Hampshire	0.6	4.3
New Jersey	1.7	0.0
New Mexico	1.2	2.5
New York	2.0	14.1
North Carolina	1.5	5.9
North Dakota	1.7	3.0
Ohio	0.8	7.9
Oklahoma	1.8	5.3
Oregon	2.2	9.2
Pennsylvania	0.7	7.1
Rhode Island	1.8	2.5
South Carolina	1.1	5.1
South Dakota	0.4	1.6
Tennessee	1.4	7.2
Texas	0.7	2.7
Utah	0.6	11.6
Vermont	3.8	0.0
Virginia	1.0	6.2
Washington	1.5	6.5
West Virginia	4.3	6.9
Wisconsin	0.8	3.5
Wyoming	1.3	3.1

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table B.4.2 Grades 7-12 Science and Biology Class Size, and Percentage of Classes with 30 or More Students, by State: 1993-94

United States	0.1	1.1	0.2	1.2
Alabama	0.6	3.3	0.7	3.8
Alaska	1.0	4.0	1.1	—
Arizona	0.6	5.2	0.7	6.7
Arkansas	0.6	2.5	0.7	2.9
California	0.7	4.4	0.6	6.0
Colorado	0.6	3.1	0.8	7.0
Connecticut	0.6	0.9	0.5	—
Delaware	2.2	—	—	—
District of Columbia	—	—	—	—
Florida	0.9	8.6	1.3	7.3
Georgia	0.5	3.5	0.6	5.9
Hawaii	0.8	—	2.7	—
Idaho	0.5	4.0	0.8	4.4
Illinois	0.6	4.2	0.6	4.4
Indiana	0.5	3.0	0.7	4.9
Iowa	0.8	3.2	1.3	9.0
Kansas	0.7	4.6	0.7	2.7
Kentucky	1.1	5.6	0.9	11.5
Louisiana	0.4	4.0	0.5	5.1
Maine	0.5	0.9	1.0	—
Maryland	0.9	4.1	0.5	2.8
Massachusetts	0.4	3.5	0.5	2.6
Michigan	0.5	3.1	0.9	4.6
Minnesota	0.5	3.6	1.0	6.7
Mississippi	0.9	3.6	0.5	2.7
Missouri	0.6	4.6	0.7	—
Montana	0.5	1.5	0.8	3.2
Nebraska	0.8	2.0	0.6	0.9
Nevada	1.4	—	2.4	—
New Hampshire	1.0	—	1.0	0.0
New Jersey	0.6	1.4	0.9	—
New Mexico	0.7	6.1	0.9	6.8
New York	0.5	3.1	0.7	3.6
North Carolina	0.5	1.9	1.0	5.9
North Dakota	0.6	1.3	0.7	1.4
Ohio	0.6	2.9	0.8	7.0
Oklahoma	0.6	1.4	0.5	2.9
Oregon	0.6	3.9	0.6	5.3
Pennsylvania	0.6	4.6	0.8	—
Rhode Island	1.1	—	1.0	—
South Carolina	0.9	4.9	1.0	8.6
South Dakota	0.5	3.0	1.0	7.2
Tennessee	0.6	5.2	0.6	5.4
Texas	1.0	9.6	1.0	4.1
Utah	0.7	4.4	0.3	3.6
Vermont	0.8	—	1.1	0.0
Virginia	0.8	1.1	0.7	3.7
Washington	0.5	5.4	0.5	5.5
West Virginia	0.7	4.0	0.7	3.7
Wisconsin	1.1	6.7	0.5	4.0
Wyoming	0.7	1.1	0.9	—

Note: *Science* classes include general science, chemistry, physics, geology/earth science/space science, and other physical sciences.

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table B.4.3
Grades 7-12 Mathematics Class Size, and Percentage of Classes with 30 or More Students, by State: 1993-94

United States	0.3	2.0	0.1	0.6
Alabama	0.5	4.3	0.7	4.2
Alaska	2.0	—	0.6	2.2
Arizona	1.1	5.7	0.5	5.3
Arkansas	0.9	0.0	0.5	1.1
California	1.6	9.4	0.4	3.6
Colorado	1.2	5.6	0.5	2.7
Connecticut	1.4	—	0.4	1.4
Delaware	—	—	1.3	—
District of Columbia	—	—	0.9	—
Florida	0.8	—	0.6	3.8
Georgia	0.6	—	0.5	3.7
Hawaii	—	—	2.8	6.8
Idaho	1.3	3.2	0.4	2.2
Illinois	1.5	—	0.6	3.2
Indiana	0.6	4.0	0.3	1.7
Iowa	1.6	—	0.9	3.2
Kansas	0.6	—	0.6	2.7
Kentucky	1.5	—	0.6	2.2
Louisiana	0.8	3.3	0.6	2.0
Maine	0.9	1.9	0.6	1.6
Maryland	0.8	—	0.5	3.1
Massachusetts	0.5	1.9	0.3	1.3
Michigan	0.7	—	0.3	2.7
Minnesota	1.2	4.7	0.6	2.1
Mississippi	1.0	—	0.6	2.1
Missouri	0.8	2.3	0.3	1.9
Montana	0.9	0.5	0.5	1.3
Nebraska	1.5	—	0.7	1.8
Nevada	1.6	—	0.8	6.1
New Hampshire	0.9	—	0.6	2.2
New Jersey	1.3	—	0.8	1.4
New Mexico	1.2	—	0.5	2.8
New York	1.1	6.9	0.7	3.0
North Carolina	1.0	—	0.6	2.3
North Dakota	1.0	1.3	0.9	2.1
Ohio	1.3	—	0.7	3.3
Oklahoma	0.8	0.9	0.5	1.0
Oregon	1.6	10.4	1.0	3.9
Pennsylvania	1.0	—	0.6	6.0
Rhode Island	—	—	0.6	—
South Carolina	0.8	—	0.4	2.2
South Dakota	0.8	0.4	0.6	0.9
Tennessee	0.9	—	0.5	3.2
Texas	1.4	6.0	0.7	2.6
Utah	1.1	—	0.3	1.9
Vermont	—	—	0.6	—
Virginia	1.7	—	0.8	2.7
Washington	0.6	6.1	0.5	4.0
West Virginia	0.6	—	0.5	2.2
Wisconsin	0.7	—	0.8	3.6
Wyoming	0.8	—	0.9	1.5

Note: *Mathematics* classes includes courses in general and business math, elementary and intermediate algebra, and geometry. *Advanced Mathematics* is any course beyond Geometry, e.g., advanced algebra, trigonometry, analytic geometry, probability/statistics, or calculus.

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

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Table B.4.4
Grades 7-12 Vocational Education and English Class Size, and Percentage of Classes with 30 or More Students, by State: 1993-94

United States	0.1	1.1	0.2	1.2
Alabama	0.6	3.3	0.7	3.8
Alaska	1.0	4.0	1.1	—
Arizona	0.6	5.2	0.7	6.7
Arkansas	0.6	2.5	0.7	2.9
California	0.7	4.4	0.6	6.0
Colorado	0.6	3.1	0.8	7.0
Connecticut	0.6	0.9	0.5	—
Delaware	2.2	—	—	—
District of Columbia	—	—	—	—
Florida	0.9	8.6	1.3	7.3
Georgia	0.5	3.5	0.6	5.9
Hawaii	0.8	—	2.7	—
Idaho	0.5	4.0	0.8	4.4
Illinois	0.6	4.2	0.6	4.4
Indiana	0.5	3.0	0.7	4.9
Iowa	0.8	3.2	1.3	9.0
Kansas	0.7	4.6	0.7	2.7
Kentucky	1.1	5.6	0.9	11.5
Louisiana	0.4	4.0	0.5	5.1
Maine	0.5	0.9	1.0	—
Maryland	0.9	4.1	0.5	2.8
Massachusetts	0.4	3.5	0.5	2.6
Michigan	0.5	3.1	0.9	4.6
Minnesota	0.5	3.6	1.0	6.7
Mississippi	0.9	3.6	0.5	2.7
Missouri	0.6	4.6	0.7	—
Montana	0.5	1.5	0.8	3.2
Nebraska	0.8	2.0	0.6	0.9
Nevada	1.4	—	2.4	—
New Hampshire	1.0	—	1.0	0.0
New Jersey	0.6	1.4	0.9	—
New Mexico	0.7	6.1	0.9	6.8
New York	0.5	3.1	0.7	3.6
North Carolina	0.5	1.9	1.0	5.9
North Dakota	0.6	1.3	0.7	1.4
Ohio	0.6	2.9	0.8	7.0
Oklahoma	0.6	1.4	0.5	2.9
Oregon	0.6	3.9	0.6	5.3
Pennsylvania	0.6	4.6	0.8	—
Rhode Island	1.1	—	1.0	—
South Carolina	0.9	4.9	1.0	8.6
South Dakota	0.5	3.0	1.0	7.2
Tennessee	0.6	5.2	0.6	5.4
Texas	1.0	9.6	1.0	4.1
Utah	0.7	4.4	0.3	3.6
Vermont	0.8	—	1.1	0.0
Virginia	0.8	1.1	0.7	3.7
Washington	0.5	5.4	0.5	5.5
West Virginia	0.7	4.0	0.7	3.7
Wisconsin	1.1	6.7	0.5	4.0
Wyoming	0.7	1.1	0.9	—

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table B.4.5
Average Hours Per Week that Grades 1-3 Public School Teachers in Self-Contained Classes Spent Teaching Core Subjects, by State: 1993-94

	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
United States	0.1	0.1	0.1	0.1	0.2
Alabama	0.4	0.1	0.2	0.2	0.5
Alaska	0.4	0.3	0.1	0.1	0.7
Arizona	0.5	0.2	0.2	0.2	0.7
Arkansas	0.6	0.3	0.2	0.2	1.0
California	0.3	0.3	0.2	0.2	0.8
Colorado	0.6	0.3	0.2	0.2	0.8
Connecticut	0.4	0.2	0.1	0.1	0.7
Delaware	0.5	0.2	0.1	0.2	0.8
District of Columbia	0.7	0.6	0.7	0.7	2.6
Florida	0.4	0.3	0.4	0.4	1.4
Georgia	0.4	0.3	0.1	0.2	0.8
Hawaii	0.4	0.2	0.2	0.2	0.7
Idaho	0.4	0.2	0.2	0.1	0.5
Illinois	0.4	0.1	0.1	0.1	0.6
Indiana	0.4	0.3	0.3	0.3	1.1
Iowa	0.4	0.3	0.3	0.2	0.7
Kansas	0.4	0.1	0.1	0.1	0.5
Kentucky	0.7	0.5	0.4	0.4	0.9
Louisiana	0.4	0.1	0.2	0.2	0.7
Maine	0.4	0.1	0.2	0.2	0.6
Maryland	0.5	0.2	0.2	0.2	0.6
Massachusetts	0.3	0.2	0.1	0.1	0.5
Michigan	0.6	0.2	0.2	1.1	1.0
Minnesota	0.4	0.2	0.2	0.2	0.7
Mississippi	0.6	0.2	0.1	0.1	0.8
Missouri	0.5	0.4	0.3	0.3	1.1
Montana	0.4	0.2	0.2	0.1	0.6
Nebraska	0.4	0.2	0.1	0.1	0.6
Nevada	0.5	0.3	0.2	0.2	1.0
New Hampshire	0.3	0.5	0.1	0.1	0.7
New Jersey	0.7	0.3	0.3	0.2	1.1
New Mexico	0.5	0.3	0.2	0.2	0.7
New York	0.5	0.4	0.3	0.4	1.2
North Carolina	0.5	0.2	0.2	0.3	0.9
North Dakota	0.3	0.1	0.1	0.1	0.4
Ohio	0.6	0.2	0.1	0.8	0.8
Oklahoma	0.5	0.2	0.2	0.1	0.8
Oregon	0.4	0.5	0.3	0.4	1.2
Pennsylvania	1.0	0.2	0.2	0.2	1.1
Rhode Island	0.5	0.1	0.2	0.2	0.6
South Carolina	0.5	0.2	0.2	0.2	0.9
South Dakota	0.3	0.1	0.1	0.1	0.4
Tennessee	0.6	0.2	0.2	0.2	0.8
Texas	0.4	0.1	0.1	0.1	0.5
Utah	0.4	0.2	0.2	0.1	0.6
Vermont	0.4	0.2	0.2	0.2	0.8
Virginia	0.5	0.2	0.2	0.2	0.7
Washington	0.7	0.3	0.8	0.2	1.6
West Virginia	0.5	0.2	0.2	0.2	0.6
Wisconsin	0.7	0.1	0.2	0.1	0.8
Wyoming	0.3	0.1	0.1	0.1	0.4

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table B.4.6 Average Hours Per Week that Grades 4-6 Public School Teachers in Self-Contained Classes Spent Teaching Core Subjects, by State: 1993-94

United States	0.1	#	0.1	0.1	0.2
Alabama	0.6	0.2	0.2	0.2	0.9
Alaska	0.3	0.1	0.1	0.1	0.4
Arizona	0.4	0.1	0.2	0.2	0.7
Arkansas	0.6	0.3	0.2	0.3	0.6
California	0.3	0.1	0.3	0.3	0.7
Colorado	0.5	0.2	0.2	0.4	1.0
Connecticut	0.3	0.1	0.2	0.2	0.6
Delaware	0.7	—	0.5	0.5	2.3
District of Columbia	0.7	0.6	0.4	0.6	1.8
Florida	0.4	0.2	0.2	0.2	0.7
Georgia	0.5	0.2	0.2	0.4	0.7
Hawaii	0.4	0.2	0.2	0.2	0.6
Idaho	0.4	0.2	0.2	0.1	0.6
Illinois	0.4	0.1	0.1	0.5	0.5
Indiana	0.7	0.3	0.3	0.4	1.1
Iowa	0.5	0.3	0.5	0.4	0.8
Kansas	0.3	0.1	0.2	0.2	0.4
Kentucky	0.6	0.4	0.7	0.4	1.4
Louisiana	0.6	0.3	0.2	0.2	1.0
Maine	0.7	0.3	0.1	0.2	0.9
Maryland	1.0	0.2	0.4	0.2	1.1
Massachusetts	0.4	0.1	0.2	0.3	0.6
Michigan	0.8	0.2	0.4	0.2	0.9
Minnesota	0.3	0.3	0.2	0.3	0.5
Mississippi	1.1	0.5	0.3	0.5	1.5
Missouri	0.5	0.2	0.9	0.9	1.5
Montana	0.4	0.1	0.1	0.1	0.5
Nebraska	0.2	0.1	0.2	0.4	0.4
Nevada	0.5	0.3	0.3	0.1	0.6
New Hampshire	0.5	0.3	0.3	0.3	0.8
New Jersey	0.7	0.4	0.4	0.4	1.2
New Mexico	0.6	0.2	0.3	0.2	0.8
New York	0.7	0.4	0.4	0.7	1.7
North Carolina	0.3	0.4	0.2	0.3	0.9
North Dakota	0.3	0.1	0.1	0.1	0.5
Ohio	0.6	0.3	0.2	0.3	1.0
Oklahoma	0.8	0.4	0.4	0.3	1.5
Oregon	0.7	0.2	0.2	0.2	0.8
Pennsylvania	0.4	0.3	0.4	0.4	0.9
Rhode Island	0.6	0.2	0.3	0.2	0.6
South Carolina	0.6	0.5	0.6	0.3	1.8
South Dakota	0.5	0.2	0.3	0.2	0.7
Tennessee	0.5	0.2	0.2	0.7	1.1
Texas	0.6	0.2	0.3	0.3	0.5
Utah	0.3	0.2	0.1	0.2	0.6
Vermont	0.8	0.2	0.2	0.2	0.8
Virginia	0.6	0.2	0.4	0.4	0.7
Washington	0.4	0.1	0.3	0.2	0.7
West Virginia	0.5	0.3	0.2	0.3	0.9
Wisconsin	0.5	0.2	0.2	0.2	0.6
Wyoming	0.3	0.2	0.1	0.2	0.5

— too few cases for a reliable estimate
# less than 0.05%

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table B.4.7
Percentage of Public Schools Principals who Thought Various Groups Had a Great Deal of Influence on Establishing the School Curriculum, by State: 1993-94

	[illegible]	[illegible]	[illegible]	[illegible]	Parents
United States	0.6	0.6	0.7	0.8	0.4
Alabama	2.4	2.9	3.2	3.1	1.8
Alaska	2.7	2.7	2.6	2.3	2.1
Arizona	4.3	3.8	3.6	4.2	2.1
Arkansas	3.7	3.9	3.7	3.1	2.0
California	2.9	3.1	3.5	3.6	1.7
Colorado	2.7	3.1	2.8	2.8	2.5
Connecticut	3.9	2.3	2.7	3.5	1.9
Delaware	3.2	4.3	3.7	4.3	1.7
District of Columbia	4.1	4.7	3.9	3.5	4.6
Florida	3.6	3.3	3.0	3.4	2.6
Georgia	2.8	3.3	2.9	3.0	1.8
Hawaii	3.7	5.0	3.5	3.3	2.9
Idaho	3.8	3.4	3.2	3.1	2.1
Illinois	2.4	2.8	2.4	2.5	1.4
Indiana	3.8	4.2	3.9	3.8	2.3
Iowa	4.4	3.9	3.7	3.8	2.9
Kansas	3.4	3.1	3.6	2.5	1.1
Kentucky	5.0	3.3	4.9	4.2	3.6
Louisiana	1.6	2.7	2.4	2.5	1.8
Maine	3.9	4.0	3.8	3.2	2.3
Maryland	3.2	3.7	3.4	3.5	2.4
Massachusetts	3.6	3.5	3.0	3.1	2.0
Michigan	3.5	3.9	4.7	4.0	2.0
Minnesota	3.8	3.8	4.9	3.2	3.5
Mississippi	2.8	3.4	4.1	3.9	1.9
Missouri	3.7	4.5	4.7	4.0	2.0
Montana	3.2	2.9	2.7	2.2	2.0
Nebraska	4.6	3.2	4.2	3.1	2.1
Nevada	3.6	3.7	3.3	3.8	2.6
New Hampshire	3.4	3.8	4.2	3.4	4.8
New Jersey	4.9	4.7	4.3	3.7	3.2
New Mexico	3.7	3.3	3.9	3.3	3.3
New York	3.6	3.8	4.0	4.2	2.4
North Carolina	2.9	3.1	3.0	2.6	1.5
North Dakota	3.0	4.1	3.9	3.4	2.3
Ohio	3.1	3.4	4.9	4.4	2.0
Oklahoma	2.3	3.0	3.6	3.6	2.3
Oregon	4.6	4.1	5.2	3.9	1.5
Pennsylvania	4.2	4.8	3.7	4.4	3.7
Rhode Island	4.7	4.9	4.5	4.1	2.1
South Carolina	3.7	4.1	4.1	4.7	2.8
South Dakota	3.4	2.5	2.8	2.6	1.7
Tennessee	2.1	3.9	3.8	3.3	1.6
Texas	3.4	3.5	3.7	3.5	2.1
Utah	2.5	2.6	3.3	2.7	1.8
Vermont	4.0	3.2	5.0	4.4	2.4
Virginia	4.1	4.7	3.8	4.0	2.9
Washington	3.8	3.4	3.6	3.0	1.8
West Virginia	3.3	3.7	4.7	4.0	2.0
Wisconsin	4.3	3.7	4.1	2.7	1.2
Wyoming	2.9	3.4	3.3	3.2	1.9

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Principal Questionnaire)

Table B.4.8
Percentage of Principals in Public Schools With Fewer Than 300 Students Who Thought Various Groups Had a Great Deal of Influence on Establishing the School Curriculum, by State: 1993-94

	State Department of Education	[illegible]	[illegible]	Teachers	Parents
United States	1.2	1.6	1.6	1.3	0.7
Alabama	0.0	—	—	—	—
Alaska	4.2	4.0	3.7	3.6	3.1
Arizona	—	—	9.7	—	—
Arkansas	6.8	6.5	7.9	8.7	4.0
California	6.8	9.5	10.5	8.1	2.9
Colorado	5.1	7.9	5.5	4.3	5.6
Connecticut	9.5	7.6	10.1	10.2	—
Delaware	—	—	—	—	—
District of Columbia	—	—	—	—	—
Florida	8.0	8.1	7.7	7.5	9.2
Georgia	—	—	—	—	—
Hawaii	—	—	—	—	—
Idaho	7.0	6.0	6.7	6.0	3.8
Illinois	4.6	4.8	5.0	4.6	2.0
Indiana	12.3	—	—	—	—
Iowa	6.7	6.8	6.8	5.3	3.8
Kansas	4.4	4.5	4.7	4.1	1.6
Kentucky	—	—	—	11.1	—
Louisiana	5.6	7.5	7.7	7.3	6.2
Maine	6.6	6.1	5.9	5.1	4.2
Maryland	—	—	—	—	—
Massachusetts	6.0	7.2	4.6	5.3	4.2
Michigan	3.7	10.0	12.2	10.9	7.9
Minnesota	8.6	8.0	7.6	5.9	7.2
Mississippi	8.2	—	8.6	—	—
Missouri	5.0	6.9	8.5	6.1	3.6
Montana	4.3	3.9	3.5	2.8	2.9
Nebraska	5.8	3.9	5.0	4.5	2.5
Nevada	—	10.6	7.6	5.9	—
New Hampshire	7.4	8.4	9.9	6.9	11.5
New Jersey	13.6	9.0	12.1	10.0	8.8
New Mexico	7.5	9.3	8.8	8.0	7.7
New York	16.4	4.5	15.8	15.9	2.1
North Carolina	7.9	—	—	—	—
North Dakota	3.4	4.6	5.0	4.2	2.9
Ohio	7.7	—	—	—	—
Oklahoma	3.4	4.2	4.7	4.7	3.1
Oregon	8.5	7.2	9.5	7.9	2.1
Pennsylvania	—	—	—	—	—
Rhode Island	—	—	8.1	8.7	—
South Carolina	9.9	—	—	—	—
South Dakota	4.0	3.4	3.6	3.2	1.9
Tennessee	6.7	—	—	—	0.0
Texas	8.4	7.6	7.0	7.2	2.2
Utah	8.8	—	—	9.2	0.0
Vermont	5.3	4.1	7.0	6.3	3.6
Virginia	—	—	—	—	0.0
Washington	6.8	7.3	10.3	8.3	5.9
West Virginia	5.4	6.3	7.7	7.2	2.7
Wisconsin	8.0	5.9	8.7	6.2	0.5
Wyoming	4.6	5.1	4.6	4.5	2.4

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Principal Questionnaire)

Table B.4.9 Percentage of Principals in Public Schools With 300 to 600 Students Who Thought Various Groups Had a Great Deal of Influence on Establishing the School Curriculum, by State: 1993-94

	State Department of Education	School Board	Principal	Teachers	Parents
United States	1.0	1.1	1.1	1.2	0.7
Alabama	3.4	5.2	5.5	5.8	2.8
Alaska	3.7	4.6	4.6	3.3	3.6
Arizona	7.9	5.9	8.3	7.5	2.7
Arkansas	5.0	5.5	6.2	5.6	2.4
California	6.2	6.2	5.5	5.2	3.1
Colorado	4.5	5.6	5.1	4.4	2.8
Connecticut	5.4	3.8	4.3	4.3	3.0
Delaware	4.7	—	5.3	7.9	0.0
District of Columbia	5.4	5.0	5.2	4.7	3.7
Florida	7.1	6.1	6.1	6.9	4.8
Georgia	3.5	5.2	5.3	4.8	3.6
Hawaii	6.2	8.5	5.5	6.6	—
Idaho	4.7	5.6	4.5	4.6	3.1
Illinois	5.0	4.5	3.1	3.5	2.8
Indiana	4.9	6.2	6.3	4.9	2.8
Iowa	5.9	5.5	5.3	4.6	4.8
Kansas	5.6	4.8	5.1	5.3	1.7
Kentucky	6.5	4.1	6.4	7.1	5.4
Louisiana	2.5	4.1	4.6	4.1	3.2
Maine	5.9	6.3	6.1	2.3	3.9
Maryland	5.3	5.5	6.7	6.7	4.6
Massachusetts	5.3	5.1	4.5	5.3	2.4
Michigan	5.8	6.5	7.2	6.4	2.9
Minnesota	7.4	6.7	6.8	6.8	4.7
Mississippi	4.8	5.6	6.8	6.5	3.8
Missouri	6.8	6.9	7.3	6.1	2.8
Montana	5.2	5.2	6.0	3.1	2.3
Nebraska	—	8.8	9.4	6.1	—
Nevada	6.3	6.3	5.6	7.1	4.1
New Hampshire	5.3	6.1	5.6	5.0	3.5
New Jersey	7.1	8.8	6.2	6.1	6.8
New Mexico	5.6	5.9	5.8	4.3	4.7
New York	7.4	5.9	6.2	6.6	3.3
North Carolina	5.1	4.7	4.1	4.2	2.9
North Dakota	7.1	7.1	6.9	7.1	4.7
Ohio	4.2	4.3	6.4	6.1	3.4
Oklahoma	4.9	6.3	6.6	5.2	5.0
Oregon	6.0	7.6	7.6	7.8	3.8
Pennsylvania	6.8	7.5	7.1	7.3	8.2
Rhode Island	6.5	7.1	7.5	6.0	3.2
South Carolina	6.4	8.1	7.0	8.2	5.4
South Dakota	6.6	5.4	4.9	4.1	3.5
Tennessee	2.6	5.7	4.8	3.2	3.4
Texas	4.9	6.3	7.6	7.5	3.9
Utah	5.1	5.9	6.5	5.8	4.6
Vermont	4.9	5.7	5.6	5.3	2.9
Virginia	8.8	7.6	6.2	7.4	6.5
Washington	6.5	5.4	5.4	5.8	2.4
West Virginia	3.5	7.2	7.2	6.8	4.5
Wisconsin	5.6	5.9	6.1	5.5	2.6
Wyoming	4.0	4.2	4.6	3.4	3.1

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Principal Questionnaire)

Table B.4.10 Percentage of Principals in Public Schools With 600 or More Students Who Thought Various Groups Had a Great Deal of Influence on Establishing the School Curriculum, by State: 1993-94

United States	0.9	1.0	1.2	1.1	0.6
Alabama	3.9	3.8	3.6	4.0	1.9
Alaska	—	6.7	7.0	5.5	4.8
Arizona	4.9	4.7	4.9	4.9	3.9
Arkansas	5.2	7.1	6.5	6.5	5.5
California	2.7	5.0	5.1	5.0	3.3
Colorado	3.2	5.7	6.2	6.3	6.4
Connecticut	5.1	4.6	5.4	5.7	3.2
Delaware	4.8	4.2	5.5	4.7	2.9
District of Columbia	—	—	—	—	—
Florida	4.5	4.3	3.8	3.7	3.0
Georgia	3.9	3.4	3.2	3.9	1.9
Hawaii	4.6	5.3	4.7	4.8	3.8
Idaho	6.1	6.9	5.6	5.1	3.6
Illinois	5.5	5.6	4.4	4.8	1.9
Indiana	5.7	5.5	5.8	4.7	1.6
Iowa	8.1	—	8.8	9.9	—
Kansas	6.9	7.0	6.1	3.9	3.7
Kentucky	6.5	5.9	8.1	7.7	5.4
Louisiana	3.2	5.2	4.8	4.7	1.1
Maine	—	7.7	8.5	7.8	—
Maryland	4.2	5.9	3.9	4.7	3.3
Massachusetts	5.0	4.1	4.4	4.3	2.4
Michigan	7.0	7.3	6.7	6.5	1.3
Minnesota	6.7	7.0	7.5	2.8	6.2
Mississippi	4.0	4.8	5.0	4.8	2.9
Missouri	6.9	6.9	6.4	7.8	3.1
Montana	—	—	8.1	6.5	0.0
Nebraska	—	—	9.5	11.0	—
Nevada	4.1	4.3	5.6	5.1	3.2
New Hampshire	6.1	6.5	5.4	5.9	4.2
New Jersey	6.8	6.8	6.8	7.2	3.3
New Mexico	5.8	4.8	5.4	3.9	4.2
New York	5.1	6.1	6.0	5.8	4.4
North Carolina	4.0	5.4	4.7	4.3	2.6
North Dakota	—	8.3	7.6	7.6	0.0
Ohio	5.4	5.0	7.5	7.1	3.6
Oklahoma	5.1	8.8	7.5	8.7	3.2
Oregon	8.1	6.9	9.2	5.6	1.3
Pennsylvania	5.9	4.8	6.4	7.1	4.8
Rhode Island	6.9	5.8	8.1	7.3	—
South Carolina	5.9	6.7	6.2	4.8	4.2
South Dakota	5.2	—	7.3	4.1	—
Tennessee	3.7	6.3	6.4	6.3	3.0
Texas	3.1	5.5	4.8	4.9	3.2
Utah	3.4	3.5	3.9	3.7	1.6
Vermont	—	—	—	—	—
Virginia	6.5	6.1	5.3	4.9	3.5
Washington	5.2	5.0	7.0	4.3	3.4
West Virginia	4.3	7.2	5.7	5.0	3.0
Wisconsin	8.3	8.5	8.0	7.4	1.9
Wyoming	6.2	7.7	5.0	2.9	—

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Principal Questionnaire)

Standard Errors

Table B.4.11 Percentage of Public Schools Principals Who Thought Various Groups Had a Great Deal of Influence on Hiring Full-Time Teachers, by State: 1993-94

United States	0.7	0.6	0.7	0.3
Alabama	3.7	2.9	2.2	1.0
Alaska	2.3	2.2	2.2	1.8
Arizona	4.0	2.3	4.4	2.8
Arkansas	4.1	3.5	2.6	1.0
California	3.8	3.2	4.3	1.6
Colorado	2.7	1.5	2.9	3.8
Connecticut	3.3	2.2	2.8	1.6
Delaware	3.7	2.9	4.4	2.0
District of Columbia	4.6	4.3	3.0	2.6
Florida	2.5	2.0	2.7	0.9
Georgia	3.2	2.3	2.7	0.5
Hawaii	1.7	1.7	4.0	2.2
Idaho	3.3	1.4	3.7	1.1
Illinois	2.9	1.9	2.4	0.8
Indiana	4.1	3.1	3.4	1.0
Iowa	4.0	1.9	4.6	1.9
Kansas	3.6	2.4	2.8	1.0
Kentucky	3.2	4.0	4.3	3.7
Louisiana	2.7	1.9	1.7	0.9
Maine	5.3	2.1	4.8	2.2
Maryland	3.2	2.8	2.4	1.5
Massachusetts	2.6	2.3	3.1	1.6
Michigan	4.6	3.7	3.9	0.8
Minnesota	3.7	2.4	4.5	2.0
Mississippi	3.5	1.8	2.9	0.9
Missouri	4.2	2.7	3.0	0.8
Montana	3.2	1.6	2.0	2.0
Nebraska	4.1	3.7	2.6	2.5
Nevada	3.8	1.3	3.0	1.1
New Hampshire	5.2	2.0	4.8	5.1
New Jersey	5.3	3.9	2.9	1.2
New Mexico	3.7	1.8	4.1	2.7
New York	3.6	3.4	4.0	1.9
North Carolina	2.7	2.6	3.1	1.1
North Dakota	4.2	3.8	2.9	0.0
Ohio	3.9	3.7	3.4	1.5
Oklahoma	3.2	1.8	2.7	0.9
Oregon	4.7	3.5	5.4	2.5
Pennsylvania	4.1	4.0	3.5	1.4
Rhode Island	4.4	5.6	3.2	2.5
South Carolina	4.0	2.2	3.3	0.7
South Dakota	2.9	2.2	2.8	1.4
Tennessee	4.6	3.5	2.3	1.5
Texas	3.5	1.5	3.4	1.9
Utah	2.9	1.1	2.5	1.1
Vermont	5.2	4.5	5.1	5.1
Virginia	4.6	1.7	3.9	1.1
Washington	3.7	2.4	3.5	1.6
West Virginia	3.9	3.8	2.3	0.6
Wisconsin	4.4	3.3	3.8	1.6
Wyoming	3.6	2.0	3.6	2.2

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Principal Questionnaire)

Table B.4.12 Percentage of Public Schools Principals Who Thought Various Groups Had a Great Deal of Influence on Setting Discipline Policy, by State: 1993-94

United States	0.7	0.5	0.6	0.6
Alabama	3.0	2.8	2.8	3.0
Alaska	2.5	2.1	2.5	2.8
Arizona	4.2	1.7	2.5	3.4
Arkansas	2.8	2.9	3.9	2.8
California	3.9	2.1	2.5	3.1
Colorado	3.9	2.5	2.4	4.6
Connecticut	3.3	1.5	2.6	2.5
Delaware	2.2	2.7	3.8	3.2
District of Columbia	3.6	3.8	4.1	5.3
Florida	3.3	2.3	2.5	2.4
Georgia	3.3	2.7	3.8	1.7
Hawaii	4.6	3.0	4.2	5.2
Idaho	3.8	2.1	2.4	2.3
Illinois	2.5	2.0	2.7	2.1
Indiana	3.9	2.7	3.4	3.6
Iowa	4.0	1.9	2.4	3.1
Kansas	3.1	1.4	2.7	1.8
Kentucky	4.1	4.2	4.4	3.8
Louisiana	2.6	2.3	2.8	1.6
Maine	4.3	2.2	3.5	2.2
Maryland	3.1	3.4	2.8	2.9
Massachusetts	2.4	2.2	2.5	2.5
Michigan	3.7	3.5	4.1	2.6
Minnesota	3.3	2.4	2.3	3.6
Mississippi	2.5	3.7	3.6	2.6
Missouri	2.7	2.0	3.6	2.5
Montana	3.6	1.2	2.2	2.6
Nebraska	4.9	2.8	2.4	1.7
Nevada	3.5	1.7	3.3	2.5
New Hampshire	4.6	1.5	2.6	5.5
New Jersey	5.3	3.2	4.2	3.3
New Mexico	3.4	3.0	3.3	3.8
New York	4.4	2.7	2.9	3.2
North Carolina	2.8	3.6	3.5	2.2
North Dakota	3.9	2.4	3.1	2.3
Ohio	4.0	3.4	4.1	2.7
Oklahoma	3.2	2.3	3.5	2.8
Oregon	3.7	2.3	3.8	4.0
Pennsylvania	3.3	3.4	4.6	3.8
Rhode Island	5.2	3.3	4.4	3.1
South Carolina	4.6	2.3	3.9	3.5
South Dakota	2.5	1.4	2.1	2.8
Tennessee	4.1	3.3	5.1	2.8
Texas	3.9	2.7	3.0	2.7
Utah	2.9	1.8	1.7	2.3
Vermont	4.7	2.8	2.7	3.0
Virginia	3.8	3.1	4.2	4.2
Washington	3.8	2.3	2.3	2.9
West Virginia	4.1	3.7	3.9	3.4
Wisconsin	4.4	3.5	2.9	3.3
Wyoming	3.7	1.3	2.7	2.7

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Principal Questionnaire)

Table B.4.13
Percentage of Public School Teachers Who Thought They Had a Great Deal of Influence on Certain Issues, by State: 1993-94

United States	0.4	0.4	0.4
Alabama	1.5	1.4	1.4
Alaska	1.5	1.5	1.6
Arizona	2.1	1.7	1.9
Arkansas	1.6	1.5	2.0
California	1.9	1.7	1.8
Colorado	2.1	2.0	1.5
Connecticut	2.0	1.5	1.4
Delaware	1.8	1.4	1.9
District of Columbia	3.1	1.9	2.2
Florida	1.6	1.7	1.6
Georgia	1.5	1.9	1.6
Hawaii	2.6	1.6	1.4
Idaho	1.4	1.6	1.5
Illinois	1.7	1.5	1.5
Indiana	2.0	1.7	1.8
Iowa	2.4	2.1	2.4
Kansas	1.7	1.4	1.5
Kentucky	3.3	2.5	2.5
Louisiana	1.7	1.7	1.6
Maine	2.1	2.4	1.8
Maryland	1.5	1.8	1.6
Massachusetts	1.3	1.5	1.5
Michigan	2.4	1.9	2.1
Minnesota	2.4	2.1	2.5
Mississippi	1.8	1.7	1.4
Missouri	1.7	1.7	2.0
Montana	1.5	1.6	1.4
Nebraska	1.7	1.2	1.3
Nevada	2.8	1.7	1.6
New Hampshire	2.0	2.5	2.0
New Jersey	2.3	2.1	2.8
New Mexico	2.0	2.1	1.8
New York	2.3	1.9	1.8
North Carolina	2.3	1.7	1.5
North Dakota	1.8	1.2	1.4
Ohio	2.2	2.3	2.3
Oklahoma	1.9	1.9	1.7
Oregon	2.4	1.8	2.1
Pennsylvania	2.4	1.9	2.5
Rhode Island	2.5	2.2	2.3
South Carolina	2.6	2.0	2.0
South Dakota	1.3	1.7	1.5
Tennessee	1.7	1.5	2.0
Texas	1.8	1.5	1.6
Utah	1.6	1.3	1.2
Vermont	2.4	2.3	2.2
Virginia	2.7	2.0	1.9
Washington	2.2	2.4	2.3
West Virginia	2.5	1.8	2.0
Wisconsin	2.0	2.2	2.4
Wyoming	1.4	1.2	1.2

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table B.5.1
Percentage of Public Schools with Libraries/ Media Centers, by School Level, by State: 1993-94

United States	0.3	0.4	0.5
Alabama	1.6	2.5	0.0
Alaska	1.9	1.3	5.3
Arizona	1.1	1.5	0.0
Arkansas	0.0	0.0	0.0
California	1.3	1.3	3.9
Colorado	0.6	0.0	2.5
Connecticut	2.0	0.7	7.1
Delaware	2.3	0.0	0.0
District of Columbia	3.3	0.0	0.0
Florida	0.8	0.0	4.4
Georgia	0.0	0.0	0.0
Hawaii	2.2	0.0	0.0
Idaho	2.1	2.3	4.3
Illinois	1.3	1.7	0.7
Indiana	0.8	0.8	2.1
Iowa	1.3	0.0	4.1
Kansas	1.5	2.1	0.0
Kentucky	1.0	0.0	3.3
Louisiana	1.2	1.7	2.5
Maine	2.4	2.8	4.7
Maryland	0.0	0.0	0.0
Massachusetts	2.7	3.4	1.9
Michigan	4.0	5.5	0.3
Minnesota	1.7	2.7	1.3
Mississippi	1.7	0.0	5.2
Missouri	1.2	1.6	2.0
Montana	1.0	1.4	1.5
Nebraska	0.8	1.1	0.0
Nevada	1.0	0.0	3.7
New Hampshire	3.4	4.5	0.0
New Jersey	2.7	3.5	1.1
New Mexico	2.4	3.1	2.0
New York	1.5	2.0	1.2
North Carolina	0.8	1.0	0.7
North Dakota	2.8	4.3	2.3
Ohio	1.4	1.9	0.2
Oklahoma	1.3	2.0	0.0
Oregon	0.2	0.0	0.9
Pennsylvania	2.3	2.5	6.5
Rhode Island	3.4	1.7	0.0
South Carolina	0.7	0.0	2.4
South Dakota	0.9	1.1	1.7
Tennessee	2.2	2.9	3.6
Texas	2.0	2.1	2.8
Utah	1.3	1.3	3.3
Vermont	0.0	0.0	0.0
Virginia	1.5	0.9	5.2
Washington	2.4	3.5	3.1
West Virginia	3.5	4.9	2.2
Wisconsin	0.4	0.1	1.5
Wyoming	2.1	2.9	2.3

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Library Media Center Questionnaire)

Table B.5.2
Percentage of Public Schools with Library/Media Centers, by Enrollment Size, by State: 1993-94

State	[illegible]	Between 300 599 Students	600 or More Students
United States	0.9	0.3	0.3
Alabama	11.4	2.0	0.0
Alaska	2.9	2.4	1.9
Arizona	3.1	2.7	0.0
Arkansas	0.0	0.0	0.0
California	6.7	2.5	1.3
Colorado	2.5	0.0	0.8
Connecticut	9.2	0.8	0.0
Delaware	—	0.0	0.0
District of Columbia	—	0.0	0.0
Florida	7.3	0.2	0.1
Georgia	—	0.0	0.0
Hawaii	—	0.0	0.0
Idaho	4.3	2.0	0.0
Illinois	2.2	1.9	2.0
Indiana	1.6	1.4	0.9
Iowa	2.2	0.4	0.0
Kansas	2.5	0.0	0.0
Kentucky	5.7	0.0	0.0
Louisiana	5.3	1.6	0.0
Maine	3.9	1.5	0.0
Maryland	—	0.0	0.0
Massachusetts	6.5	1.8	0.0
Michigan	15.3	0.1	0.0
Minnesota	4.5	0.0	0.0
Mississippi	7.2	1.8	1.3
Missouri	2.7	0.0	0.0
Montana	1.3	0.0	0.0
Nebraska	1.0	0.0	0.0
Nevada	4.2	0.0	1.6
New Hampshire	7.6	1.7	0.0
New Jersey	4.7	4.5	3.1
New Mexico	6.4	0.5	0.0
New York	4.6	2.6	2.3
North Carolina	3.6	1.5	0.0
North Dakota	3.4	4.5	0.0
Ohio	0.7	2.5	0.0
Oklahoma	2.2	0.7	0.0
Oregon	0.6	0.0	0.0
Pennsylvania	7.2	4.6	0.0
Rhode Island	7.8	3.3	0.0
South Carolina	2.7	1.4	0.7
South Dakota	0.9	3.6	3.4
Tennessee	9.4	0.0	0.0
Texas	7.7	1.9	0.0
Utah	7.5	0.0	0.0
Vermont	0.0	0.0	—
Virginia	3.6	2.0	2.5
Washington	9.4	0.2	0.0
West Virginia	6.4	4.8	0.0
Wisconsin	1.2	0.0	0.5
Wyoming	3.1	0.0	0.0

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Library Media Center Questionnaire)

Table B.5.3 Percentage of Public Schools with Libraries/ Media Centers, by Percentage of Free/ Reduced-Price Lunch Recipients, by State: 1993-94

	[illegible]	[illegible]	[illegible]
United States	0.4	0.6	0.8
Alabama	0.0	2.5	3.6
Alaska	2.6	5.0	4.1
Arizona	3.7	0.3	1.5
Arkansas	0.0	0.0	0.0
California	3.0	1.5	1.8
Colorado	1.2	0.0	1.8
Connecticut	0.9	6.0	3.3
Delaware	0.0	3.0	—
District of Columbia	—	—	0.0
Florida	3.1	0.4	0.8
Georgia	0.0	0.0	0.0
Hawaii	6.8	0.0	0.0
Idaho	2.8	2.5	10.4
Illinois	2.0	1.9	2.1
Indiana	1.8	0.7	0.0
Iowa	1.8	2.1	0.0
Kansas	0.0	2.3	7.0
Kentucky	0.0	0.3	2.3
Louisiana	3.2	0.0	1.9
Maine	4.6	4.1	2.2
Maryland	0.0	0.0	0.0
Massachusetts	2.6	8.2	3.8
Michigan	0.5	8.5	5.6
Minnesota	3.6	0.0	0.8
Mississippi	7.9	3.3	2.0
Missouri	1.9	2.5	0.9
Montana	2.0	0.0	3.0
Nebraska	1.5	0.9	0.9
Nevada	1.8	0.0	0.4
New Hampshire	2.5	8.7	—
New Jersey	0.5	1.5	11.8
New Mexico	11.5	1.7	2.3
New York	0.4	3.3	4.8
North Carolina	2.9	0.0	1.9
North Dakota	5.7	2.9	3.3
Ohio	2.0	0.0	6.5
Oklahoma	0.0	0.9	2.8
Oregon	0.7	0.0	0.0
Pennsylvania	3.7	5.9	0.6
Rhode Island	2.4	0.0	—
South Carolina	3.7	0.0	1.2
South Dakota	0.0	1.6	2.5
Tennessee	3.6	0.0	5.9
Texas	0.6	1.7	4.8
Utah	2.9	1.8	1.1
Vermont	0.0	0.0	0.0
Virginia	2.1	2.0	3.5
Washington	5.6	#	0.0
West Virginia	5.9	4.7	6.5
Wisconsin	0.8	0.4	1.3
Wyoming	4.3	0.0	0.0

— too few cases for a reliable estimate
# less than 0.05%

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Library Media Center Questionnaire)

Table B.5.4 Percentage of Public School Library/Media Centers Without Full- or Part-time Librarians/ Media Specialists, by School Level, by State: 1993-94

		Elementary	Secondary Schools
United States	0.6	0.8	0.6
Alabama	2.3	3.4	1.5
Alaska	3.6	3.8	—
Arizona	4.2	5.6	1.9
Arkansas	0.0	0.0	0.0
California	4.5	5.7	5.2
Colorado	2.4	2.7	5.3
Connecticut	2.7	3.4	0.0
Delaware	1.9	0.0	0.0
District of Columbia	2.0	2.3	0.0
Florida	1.0	1.0	3.0
Georgia	0.1	0.0	0.5
Hawaii	0.8	1.0	0.0
Idaho	3.3	5.3	2.4
Illinois	2.8	3.6	2.7
Indiana	3.1	4.1	0.0
Iowa	1.6	2.1	2.5
Kansas	1.0	1.2	1.7
Kentucky	1.7	1.5	2.9
Louisiana	1.7	2.4	1.1
Maine	5.3	6.7	6.9
Maryland	1.6	2.0	0.0
Massachusetts	3.2	4.1	0.8
Michigan	3.2	4.5	2.3
Minnesota	1.9	2.8	1.7
Mississippi	3.1	4.5	2.6
Missouri	1.6	2.2	1.2
Montana	2.5	4.1	1.7
Nebraska	4.4	6.1	1.6
Nevada	2.0	2.6	0.0
New Hampshire	5.0	6.7	0.0
New Jersey	1.4	1.5	2.4
New Mexico	3.3	4.3	2.3
New York	2.9	3.9	0.9
North Carolina	0.1	0.0	0.0
North Dakota	3.3	5.4	3.0
Ohio	3.8	5.1	1.2
Oklahoma	2.6	4.0	1.7
Oregon	4.1	5.7	4.8
Pennsylvania	2.2	3.0	1.7
Rhode Island	2.3	2.8	0.0
South Carolina	1.1	0.0	4.7
South Dakota	2.4	3.9	1.1
Tennessee	2.2	2.8	3.0
Texas	1.7	2.3	2.1
Utah	2.4	3.4	3.6
Vermont	4.9	6.1	0.0
Virginia	1.2	0.0	5.0
Washington	2.1	2.2	3.8
West Virginia	3.9	5.3	2.9
Wisconsin	2.4	3.3	0.0
Wyoming	3.7	4.7	5.4

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Library Media Center Questionnaire)

Table B.5.5
Percentage of Public School Libraries/ Media Centers Without Full- or Part-time Librarians/Media Specialists, by Enrollment Size, by State: 1993-94

United States	1.3	0.9	0.8
Alabama	—	2.7	0.0
Alaska	5.0	1.6	0.0
Arizona	—	5.1	3.0
Arkansas	0.0	0.0	0.0
California	12.2	9.0	5.2
Colorado	5.3	3.9	3.9
Connecticut	—	3.3	3.0
Delaware	—	0.0	0.0
District of Columbia	—	2.3	0.0
Florida	9.4	0.1	1.1
Georgia	—	0.2	0.0
Hawaii	—	—	0.0
Idaho	5.4	4.7	5.8
Illinois	5.5	3.5	3.3
Indiana	—	3.8	3.1
Iowa	1.2	4.1	0.0
Kansas	1.6	1.5	0.0
Kentucky	—	2.1	0.0
Louisiana	—	3.6	2.2
Maine	8.4	6.4	—
Maryland	—	1.8	2.8
Massachusetts	—	3.7	5.1
Michigan	—	5.6	5.0
Minnesota	5.1	2.5	1.4
Mississippi	—	3.7	2.9
Missouri	0.4	4.5	0.0
Montana	3.4	3.4	0.0
Nebraska	5.0	0.0	0.0
Nevada	—	3.8	1.8
New Hampshire	—	5.3	2.3
New Jersey	2.7	0.0	3.6
New Mexico	7.3	5.3	2.9
New York	—	5.6	2.2
North Carolina	—	0.0	0.0
North Dakota	4.0	6.3	—
Ohio	—	5.6	1.3
Oklahoma	3.3	3.9	0.0
Oregon	8.1	5.1	0.0
Pennsylvania	—	3.4	0.9
Rhode Island	—	0.0	0.0
South Carolina	—	0.0	0.0
South Dakota	3.0	3.9	0.0
Tennessee	—	1.7	1.2
Texas	7.1	2.9	0.0
Utah	9.4	4.8	2.2
Vermont	7.9	1.7	—
Virginia	—	0.0	0.0
Washington	6.9	2.3	1.3
West Virginia	6.9	5.0	0.0
Wisconsin	5.0	2.0	5.9
Wyoming	5.4	3.7	0.0

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Library Media Center Questionnaire)

Table B.5.6
Percentage of Public School Libraries/Media Centers Without Full- or Part-time Librarians/Media Specialists, by Percentage of Free/Reduced-Price Lunch Recipients, by State: 1993-94

	Less than [illegible]	[illegible] Recipients	50% or More Recipients
United States	0.7	0.8	1.2
Alabama	0.0	2.7	4.3
Alaska	4.9	2.7	7.3
Arizona	7.5	4.8	7.8
Arkansas	0.0	0.0	0.0
California	5.3	7.4	7.2
Colorado	2.4	5.7	—
Connecticut	3.9	—	0.0
Delaware	0.0	2.9	—
District of Columbia	—	—	2.5
Florida	3.2	1.7	0.5
Georgia	0.0	0.2	0.0
Hawaii	—	0.0	0.0
Idaho	5.7	5.1	—
Illinois	3.6	5.9	5.3
Indiana	3.2	6.4	—
Iowa	3.4	1.8	—
Kansas	0.0	1.2	—
Kentucky	3.2	0.0	3.6
Louisiana	0.8	0.0	2.9
Maine	8.0	7.5	—
Maryland	1.9	0.0	—
Massachusetts	3.6	6.7	—
Michigan	4.3	6.2	8.3
Minnesota	2.2	4.2	—
Mississippi	—	3.0	4.1
Missouri	2.2	3.5	0.0
Montana	5.8	4.1	7.3
Nebraska	6.5	4.5	—
Nevada	1.5	4.4	—
New Hampshire	3.7	9.4	—
New Jersey	0.7	—	—
New Mexico	6.8	5.5	5.6
New York	4.4	4.8	6.4
North Carolina	0.0	0.3	0.0
North Dakota	7.0	4.8	—
Ohio	4.8	9.5	—
Oklahoma	2.0	2.9	4.8
Oregon	7.6	6.3	—
Pennsylvania	3.2	0.0	4.8
Rhode Island	0.0	—	0.0
South Carolina	5.7	0.0	0.0
South Dakota	3.6	2.3	7.6
Tennessee	3.5	2.5	5.7
Texas	0.6	3.0	4.0
Utah	4.5	3.5	7.3
Vermont	8.8	4.4	—
Virginia	2.1	3.0	0.0
Washington	2.4	3.9	3.1
West Virginia	—	4.5	6.9
Wisconsin	3.0	0.0	—
Wyoming	6.0	4.8	—

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Library Media Center Questionnaire)

Table B.5.7 Percentage of Public Schools with Libraries/ Media Centers that Do Not Meet AASL and AECT Recommended Staffing Levels, by School Level, by State: 1993-94

State	All Schools	Elementary Schools	Secondary Schools
United States	0.6	0.8	0.7
Alabama	2.6	4.2	2.1
Alaska	2.7	4.1	—
Arizona	3.5	4.5	4.1
Arkansas	3.4	4.8	3.9
California	3.5	4.5	4.8
Colorado	2.6	2.8	6.1
Connecticut	3.0	3.8	1.6
Delaware	2.5	2.4	0.0
District of Columbia	2.2	2.6	0.0
Florida	0.8	0.0	3.9
Georgia	1.2	1.6	0.0
Hawaii	0.8	1.0	0.0
Idaho	3.8	4.7	6.0
Illinois	2.6	3.2	4.4
Indiana	3.4	4.6	2.5
Iowa	3.8	5.6	6.2
Kansas	3.6	4.7	4.2
Kentucky	3.8	4.5	5.3
Louisiana	2.4	3.5	1.8
Maine	4.3	5.2	7.3
Maryland	2.2	2.7	0.0
Massachusetts	3.2	4.0	1.1
Michigan	3.7	5.0	2.2
Minnesota	4.2	5.5	4.5
Mississippi	1.3	1.7	2.6
Missouri	4.1	5.9	4.3
Montana	2.8	3.8	3.3
Nebraska	3.5	4.5	4.1
Nevada	2.1	2.2	—
New Hampshire	4.8	6.3	9.2
New Jersey	4.9	6.2	2.6
New Mexico	3.4	4.6	4.4
New York	3.7	5.0	1.8
North Carolina	2.3	2.9	2.2
North Dakota	3.0	3.4	4.7
Ohio	3.7	4.8	2.7
Oklahoma	3.3	4.3	4.4
Oregon	5.2	6.5	5.9
Pennsylvania	4.2	5.5	2.6
Rhode Island	4.2	5.1	—
South Carolina	2.6	3.2	4.7
South Dakota	3.2	4.0	4.5
Tennessee	3.1	4.4	3.0
Texas	2.4	3.5	3.2
Utah	2.5	3.0	3.8
Vermont	4.5	5.5	—
Virginia	2.9	3.7	5.2
Washington	3.6	5.0	2.9
West Virginia	4.3	6.0	4.1
Wisconsin	4.1	5.5	2.3
Wyoming	3.1	3.6	6.2

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Library Media Center Questionnaire)

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Table B.5.8
Percentage of Public Schools with Libraries/ Media Centers that Do Not Meet AASL and AECT Recommended Staffing Levels, by Enrollment Size, by State: 1993-94

	Less than 300 Students	Between 300 and 600 Students	600 or More Students
United States	1.5	0.9	0.8
Alabama	—	2.1	0.0
Alaska	3.3	1.9	—
Arizona	—	5.9	0.0
Arkansas	7.6	1.0	0.0
California	11.8	6.0	4.7
Colorado	9.6	2.5	2.6
Connecticut	—	3.8	0.0
Delaware	—	—	2.9
District of Columbia	—	2.6	0.0
Florida	10.3	0.9	0.0
Georgia	—	0.5	0.0
Hawaii	—	—	0.0
Idaho	6.2	4.1	0.0
Illinois	4.8	3.8	2.7
Indiana	—	3.8	4.7
Iowa	5.8	7.1	0.0
Kansas	4.2	3.9	0.0
Kentucky	—	5.5	0.0
Louisiana	—	4.8	3.5
Maine	6.6	4.8	0.0
Maryland	—	3.1	3.0
Massachusetts	7.5	4.5	5.2
Michigan	—	5.0	4.0
Minnesota	7.9	6.6	3.8
Mississippi	—	2.3	0.0
Missouri	7.3	6.7	5.3
Montana	2.9	3.4	0.0
Nebraska	3.1	—	0.0
Nevada	—	2.4	1.8
New Hampshire	7.5	5.0	0.0
New Jersey	12.7	6.9	5.2
New Mexico	6.6	4.0	0.0
New York	—	5.8	2.2
North Carolina	—	0.0	0.0
North Dakota	3.0	7.1	—
Ohio	—	5.0	6.6
Oklahoma	4.4	4.3	0.0
Oregon	8.0	5.6	4.8
Pennsylvania	10.1	7.6	4.1
Rhode Island	4.5	6.7	0.0
South Carolina	—	0.0	0.0
South Dakota	3.7	5.6	—
Tennessee	11.1	5.7	1.2
Texas	6.9	4.8	0.0
Utah	5.4	3.7	2.5
Vermont	6.6	4.3	—
Virginia	—	0.0	0.0
Washington	12.3	3.2	3.9
West Virginia	5.3	6.0	0.1
Wisconsin	9.1	4.3	0.0
Wyoming	4.1	4.5	0.0

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Library Media Center Questionnaire)

Table B.5.9
Percentage of Public Schools with Libraries/ Media Centers that Do Not Meet AASL and AECT Recommended Staffing Levels, by Percentage of Free/ Reduced-Price Lunch Recipients, by State: 1993-94

	[illegible]	[illegible]	[illegible]
United States	1.0	1.1	1.6
Alabama	2.1	2.9	5.2
Alaska	4.1	6.5	5.4
Arizona	6.5	5.9	7.0
Arkansas	5.3	4.0	6.7
California	5.0	5.9	7.9
Colorado	4.4	6.0	—
Connecticut	3.8	—	—
Delaware	0.0	3.6	—
District of Columbia	—	—	2.8
Florida	1.5	1.7	0.7
Georgia	0.9	2.9	0.0
Hawaii	—	0.0	0.0
Idaho	5.1	5.2	11.2
Illinois	4.3	4.8	6.0
Indiana	4.3	5.7	—
Iowa	6.4	6.2	—
Kansas	6.2	3.9	9.5
Kentucky	4.2	5.5	6.5
Louisiana	4.0	4.6	3.7
Maine	9.2	5.4	11.0
Maryland	0.0	5.3	9.3
Massachusetts	4.0	8.7	—
Michigan	4.9	7.3	7.6
Minnesota	4.6	6.9	—
Mississippi	—	3.9	1.2
Missouri	7.7	6.0	8.2
Montana	2.6	5.2	7.2
Nebraska	4.7	7.0	—
Nevada	3.4	4.5	—
New Hampshire	6.8	9.0	—
New Jersey	5.9	—	—
New Mexico	4.6	5.6	5.6
New York	5.1	6.3	8.1
North Carolina	0.0	2.2	6.4
North Dakota	5.2	4.5	6.7
Ohio	5.6	7.9	—
Oklahoma	4.5	5.6	5.5
Oregon	7.3	8.6	—
Pennsylvania	5.8	11.0	10.1
Rhode Island	6.0	8.8	—
South Carolina	5.7	0.0	5.8
South Dakota	5.6	4.0	5.6
Tennessee	5.1	6.0	8.0
Texas	3.6	4.8	2.3
Utah	4.1	3.3	—
Vermont	7.9	5.8	—
Virginia	6.4	3.2	—
Washington	6.8	4.4	5.5
West Virginia	—	6.1	7.2
Wisconsin	5.8	7.8	—
Wyoming	5.8	4.6	—

— too few cases for a reliable estimate

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Library Media Center Questionnaire)

Table B.5.10 Percentage of Public School Teachers and Principals in Schools with Libraries/Media Centers who Report Librarian/Media Specialist Involvement in the Instructional Process, by State: 1993-94

	Principals Reporting	Teachers Reporting
United States	0.4	0.3
Alabama	2.5	1.5
Alaska	2.1	1.2
Arizona	2.8	1.7
Arkansas	3.0	1.6
California	2.8	2.0
Colorado	3.1	1.6
Connecticut	1.8	1.8
Delaware	2.6	2.2
District of Columbia	4.5	1.8
Florida	2.5	1.7
Georgia	2.5	1.3
Hawaii	4.1	1.3
Idaho	2.3	1.8
Illinois	1.8	1.3
Indiana	2.5	1.4
Iowa	3.4	1.8
Kansas	1.9	1.5
Kentucky	4.5	2.6
Louisiana	1.7	1.6
Maine	4.5	2.0
Maryland	2.3	1.8
Massachusetts	2.3	1.2
Michigan	2.8	1.7
Minnesota	3.5	1.8
Mississippi	3.6	1.6
Missouri	2.9	1.4
Montana	3.0	1.0
Nebraska	2.5	1.3
Nevada	2.2	1.6
New Hampshire	3.8	1.3
New Jersey	4.1	1.3
New Mexico	4.2	1.7
New York	2.4	2.0
North Carolina	2.1	1.5
North Dakota	2.9	1.2
Ohio	3.2	1.1
Oklahoma	2.4	1.9
Oregon	3.7	1.6
Pennsylvania	3.7	1.8
Rhode Island	2.4	2.0
South Carolina	3.7	1.9
South Dakota	2.6	1.4
Tennessee	2.3	1.8
Texas	1.7	1.7
Utah	3.1	1.7
Vermont	4.5	1.7
Virginia	3.4	2.4
Washington	2.7	1.9
West Virginia	2.1	2.1
Wisconsin	3.9	1.8
Wyoming	3.3	1.2

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Library Media Center Questionnaire)

C

Definitions
SASS 1993-94

Several of the items presented in this report have specialized definitions that may differ from common usage. The following survey terms are defined as they apply to SASS and to the scope of this report.

Community Type

Category assigned to public schools based on the population characteristics of the geographic area in which the school is located. For this report, one or more aggregations of the following community types have been used.

Central City	A city with a population of 50,000 or more that is a central city of a Metropolitan Statistical Area (MSA).
Urban fringe	An area within an MSA of a central city and defined as urban by the Bureau of the Census but which does not qualify as a city.
Large town	A town not within an MSA, having a population of 25,000 or more.
Small town	A town not within an MSA, having a population between 2,500 and 24,999.
Rural	Not in any of the above categories.

Public School

A public school is defined as an institution that provides educational services for at least one of grades 1-12 (or comparable ungraded levels), has one or more teachers to give instruction, is located in one or more buildings, receives public funds as primary support, and is operated by an education agency. Schools in juvenile detention centers and schools located on military bases and operated by the Department of Defense are included.

Elementary School	A school that has 6th grade or lower, or *ungraded* and no grade higher than 8th.
Secondary School	A school that has 7th grade or higher, or *ungraded* and no grade lower than 7th.
Combined School	A school that has no grades higher than 8th and lower than 7th.

Teacher

A teacher is defined as a full-time or part-time teacher who teaches any regularly scheduled classes in any of grades K-12. This includes administrators, librarians, and other professional or support staff who teach regularly scheduled classes on a part-time basis.[1] Itinerant teachers are included, as well as long-term substitutes who are filling the role of a regular teacher on a long-term basis. An itinerant teacher is defined as a teacher who teaches at more than one school (for example, a music teacher who teaches three days per week at one school and two days per week at another). Short-term substitute teachers and student teachers are not included.

Teachers are classified as elementary or secondary on the basis of the grades they the teach rather than the schools in which they teach.

Elementary Teacher

An elementary school teacher is one who, when asked for the grades they taught, checked

- only *ungraded* and is designated as an elementary teacher on the list of teachers provided by the school; or
- 6th grade or lower, or *ungraded* an no grade higher the 6th; or
- 6th grade or lower and 7th grade or higher, and reported a primary assignment of prekindergarten, kindergarten, or general elementary; or
- 7th and 8th grades only, and reported a primary assignment of prekindergarten, kindergarten, or general elementary; or
- 6th grade or lower and 7th grade or higher, and reported a primary assignment of special education and is designated as an elementary teacher on the list of teachers provided by the school; or
- 7th and 8th grades only, and reported a primary assignment of special education and is designated as an elementary teacher on the list of teachers provide by the school.

Secondary Teacher

An secondary school teacher is one who, when asked for the grades they taught, checked

- *ungraded* and is designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, and reported a primary assignment of other than prekindergarten, kindergarten, or general elementary; or

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[1] This represents a change in the definition of teacher from previous administrations of SASS. In 1987-88 and 1990-91, a teacher was defined as any full-time or part-time teacher whose *primary assignment* was teaching in any of grades K-12. The prior definition excluded administrators and other staff who taught regularly scheduled classes, but whose primary assignment was not teaching.

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- 9th grade or higher, or 9th grade or higher and *ungraded*; or
- 7th and 8th grades only, and reported a primary assignment other than prekindergarten, kindergarten, general elementary, or special education; or
- 7th and 8th grades only, and reported a primary assignment of special education and is designated as a secondary teacher on the list of teachers provide by the school; or
- 6th grade or lower and 7th grade or higher, or 7th and 8th grades only, and is not categorized above as either elementary or secondary.

Newly Hired Teachers Newly hired teachers are teachers who were newly hired by the school district for the 1993-94 school year. It includes teachers returning from unpaid leave of absence of one school year or more, but does not include substitute teachers.

First-Time Teachers Are newly hired teachers who taught for the first time in 1993-94.

Description of Special Populations Used in Tables

Most tables reporting teacher statistics are based on the entire population of public school teachers or on subsets of this population according to the definitions above. However, because of the characteristics of the survey and the statistics to be reported, a few tables had to be built upon more restricted subsets of the teacher population.

Section 2 Table 2.9 is restricted to public school teachers who teach at least one class in grades K through 6 and no other class beyond grade 6.

Tables 2.10 and 2.11 are restricted to public school teachers in departmentalized instruction who teach at least one class in grades 7 through 12 and no other class below grade 7.

Section 3 Tables 3.4 through 3.12 are restricted to public school teachers in departmentalized instruction who teach at least one class in grades 7 through 12 and no other class below grade 7. See Tables C.1 and C.2 for the teaching assignment and major/minor field of study coding used.

Table 3.13 is restricted to public school teachers who teach at least one class in grades K through 6 and no other class beyond grade 6.

Section 4 Tables 4.1 is restricted to the classes taught by public school teachers teaching at least one class in grades K through 6 and no other class beyond grade 6.

Tables 4.2 through 4.4 are restricted to the classes taught by public school teachers in departmentalized instruction who teach at least one class in grades 7 through 12 and no other class below grade 7.

Table 4.5 is restricted to public school teachers who teach self-contained classes in grades 1 through 3 only.

Table 4.6 is restricted to public school teachers who teach self-contained classes in grades 4 through 6 only.

Other Terms

Chapter I Services	Services from grants for the disadvantaged under Chapter I, Education Consolidation and Improvement Act of 1981.
Free-Lunch Recipients	The proportion of a school's student population that is receiving the federal free or reduced-price lunch program, sponsored by the U.S. Department of Agriculture's Food and Nutrition Service. Free-lunch recipients is a standard measure of poverty level in school populations because almost all public schools participate in the program. However, it must be interpreted with caution. The number of children reported to be recipients may be underestimated, because not all children who are eligible may choose to receive these lunch, especially at the secondary level.
Minority	A person is considered a member of a racial/ethnic minority if they are American Indian or Alaska Native, Asian or Pacific Islander, Hispanic (regardless of race), or black (not of Hispanic origin).
United States	Refers to data representing the 50 states and the District of Columbia.

Table C.1 Teaching Assignment Coding Used in Tables 3.4-3.12

		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Special Areas							
21	English/Language arts			√				
28	Home economics							√
16	Journalism			√				
33	Mathematics√		√					
43	Reading			√				
44	Religion							
47	Social studies/Soc. science (and history)				√			
	Foreign Languages							
51	French						√	
52	German						√	
53	Latin						√	
54	Russian						√	
55	Spanish						√	
56	Other foreign language						√	
	Science							
57	Biology/Life science	√						
58	Chemistry	√						
59	Geology/Earth/Space science	√						
60	Physics	√						
61	General and all other science	√						
	Vocational-technical education							
05	Accounting							√
06	Agriculture							√
14	Business, marketing							√
27	Health occupations							√
30	Industrial arts							√
49	Trade and industry							√
50	Technical							√
83	Other vocational/technical education							√
	Special education							
67	Special education, general					√		
68	Emotionally disturbed					√		
69	Mentally retarded					√		
70	Speech/Language impaired					√		
71	Deaf and hard-of-hearing					√		
72	Visually handicapped					√		
73	Orthopedically impaired					√		
74	Mildly handicapped					√		
75	Severely handicapped					√		
76	Specific learning disabilities					√		
77	Other special education					√		

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table C.2
Major and Minor Field of Study Coding Used in Tables 3.4-3.13

	General Education							
01	Pre-elementary/early childhood education							√
03	Elementary education							√
	Special Area Education							
07	Agriculture education						√	
15	Business, commerce, and distributive education						√	
22	English education		√					
23	English as a second language		√					
24	Foreign languages education					√		
29	Home economics						√	
30	Ind. arts, voc/tech., trade and industry						√	
34	Mathematics education	√						
40	Physical education/health education						√	
43	Reading education		√					
48	Social studies/social sciences education			√				
	Special education							
67	Special education, general				√			
68	Emotionally disturbed				√			
69	Mentally retarded				√			
70	Speech/Language impaired				√			
71	Deaf and hard-of-hearing				√			
72	Visually handicapped				√			
73	Orthopedically impaired				√			
74	Mildly handicapped				√			
75	Severely handicapped				√			
76	Specific learning disabilities				√			
77	Other special education				√			
	General fields							
06	Agriculture and natural resources						√	
87	Other area and ethnic studies			√				
08	Architecture and environmental design						√	
14	Business and management						√	
16	Communication and journalism		√				√	
20	Engineering	√					√	
21	English (literature, letters, speech, classics)		√					
27	Health professions and occupations						√	
28	Home economics						√	
33	Mathematics	√						
41	Psychology			√				
42	Public affairs and services			√				
	Foreign languages							
51	French					√		
52	German					√		
53	Latin					√		
54	Russian					√		
55	Spanish					√		
56	Other foreign language					√		

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire)

Table C.2 Major and Minor Field of Study Coding Used in Tables 3.4-3.13 (continued)

	Natural Sciences		
57	Biology/Life science	√	
58	Chemistry	√	
59	Geology/Earth science	√	
60	Physics	√	
61	Other natural science	√	
	Social Sciences		
62	Economics		√
63	History		√
64	Political science and government		√
65	Sociology		√
66	Other social sciences		√

D

Technical Notes
SASS 1993-94

Survey Content

The Schools and Staffing Survey (SASS) consists of four main component surveys administered to districts, schools, principals, and teachers. These surveys are the Teacher Demand and Shortage Survey, the School Principal Survey, the School Survey, and the Teacher Survey.

The *Teacher Demand and Shortage* questionnaire has two sections, enrollment and teaching positions and district policies. The first section, on enrollment and teaching positions, obtains information on the number of students, the number of teachers and librarians, position vacancies, and new hires and certification status. The second section, on district policies, obtains information on teacher salary schedules and benefits, incentives, hiring and retirement policies, and high school graduation requirements. Race–ethnicity data on the student population and the teacher work force are also collected. The corresponding sections for private schools are incorporated into the Private School questionnaire. The data derived from this survey permit an assessment of teacher demand and shortage, the estimation of the number of teachers who hold certification in their field of assignment, and the affect of various policies on teacher supply and demand balances.

The *School Principal* questionnaire obtains information about the age, sex, race–ethnicity, training, experience, salary, benefits, and opinions and attitudes of school principals/headmasters. Questions required both objective responses (e.g., number of years of teaching experience) and judgmental responses (e.g., ranking the seriousness of school problems). The data derived from this survey provide insight into qualifications of school principals, which school problems principals view as serious, and how principals perceive their influence on school policies.

School questionnaires were sent to public and private schools. The private school version of the questionnaire included items for identifying the religious or other affiliation of the school. This survey obtained information about schools such as student characteristics, staffing patterns, student/teacher ratios, types of programs and services offered, length of school day and school year, graduation and college application rates, and teacher turnover rates. These data provide information about the teaching experience of the staff, the sources of newly hired teachers, and the destinations of teachers who left the school the previous year.

Teacher questionnaires were sent to teachers in public and private schools. The two versions of the questionnaire were virtually identical. The survey collected data from teachers regarding their education and training, teaching assignment, teaching experience, certification, teaching workload, perceptions and attitudes about teaching, job mobility, and workplace conditions. This information permits analyses of how these factors affect movement into and out of the teaching profession.

In addition to these four main components, the 1993-94 SASS featured: (1) similar principal, school, and teacher components specific to federally-funded Bureau of Indian Affairs or tribally -run Indian schools, (2) new components focusing on Library Media Specialists/Librarians and Libraries/Media Centers, and (3) a new student records component. Future reports will feature data from these new components.

Copies of the questionnaires used in the SASS can be obtained by writing to

Schools and Staffing Survey
National Center for Education Statistics
555 New Jersey Ave., N.W., Room 422
Washington, DC 20208-5651

Target Populations and Estimates for SASS

Target Populations

The target populations for 1993-94 SASS were:

- Local Education Agencies (LEAs) that employ elementary and/or secondary level teachers (for example: public school districts, state agencies that operate schools for special student populations, such as inmates of juvenile correctional facilities, and cooperative agencies that provide special services to more than one school district).
- Public and private schools with students in any of grades 1-12.
- Principals of those schools.
- Teachers in public and private schools who teach students in grades K-12.

Estimates

The SASS was designed to support estimates at both the state and national levels for the public sector, and at the national and association levels for the private sector. The association groups for private schools were determined by the school's association or affiliation group listed on the 1991-92 Private Schools Survey (the frame) and updated with 1992-93 association lists.

Comparisons between public and private schools are only possible at the national and regional levels, because private schools are selected for sampling by association group and not by geographic location, such as state.

The teacher survey was designed to support comparisons between new and experienced teachers. Comparisons between bilingual and nonbilingual teachers are possible at the national level.

Sample Design and Implementation[1]

Sampling Frames

The *public school* sampling frame was based on the 1991-92 school year Common Core of Data —CCD, which is a file of information collected annually by NCES from all state education agencies and which is believed to be the most complete public school listing available. The frame includes regular public schools, Department of Defense operated military base schools, and special purpose schools such as special education, vocational, and alternative schools. After the deletion of duplicate schools, schools outside of the United States, and schools that only teach prekindergarten, kindergarten, or postsecondary students, there were a total of 82,746 schools on the public school frame.

The *private schools* sampling frame was the 1991-92 Private School Survey, updated with 1992-93 association lists.[2] This data collection uses two components to develop estimates of the number of private schools in the United States. A list frame was the primary private school frame, and an area frame was used to identify schools not included on the list frame and thereby compensate for the undercoverage of the list frame.

Sample Selection Procedures

Schools are the primary sampling unit in SASS. Public schools were selected to be representative at the national and state elementary and secondary levels; private schools were selected to be representative at the national and association levels. More detail is available in Abramson, et al.[3]

Once schools were selected, LEAs associated with these schools were in the sample as well. Hence, the LEA sample consisted of the set of LEAs that were associated with the SASS public school sample. This provided the linkage between the LEA and the school.

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[1] For a detailed description of the sample design, see Abramson, R., Cole, C., Jackson, B., and Kaufman, S. *1993-94 Schools and Staffing Survey: Sample Design and Estimation*, U.S. Department of Education, National Center for Education Statistics, NCES 96-089.

[2] Broughman, S., Gerald, E., Bynum, L., and Stoner, K. *Private School Universe, 1991-92*, U.S. Department of Education, National Center for Education Statistics, NCES 94-350.

[3] Abramson, R., Cole, C., Jackson, B., and Kaufman, S. *1993-94 Schools and Staffing Survey: Sample Design and Estimation*, U.S. Department of Education, National Center for Education Statistics, NCES 96-089.

Each selected school was asked to provide a list of their teachers and selected characteristics. Nine percent of the private schools and four percent of the public schools did not provide teacher lists. A factor in the teacher weighting system was used to adjust for these nonparticipant schools.

Sample Sizes

Tables D.1, D.2, and D.3 show the sample sizes and number of interview cases for each questionnaire, by state and private school typology, respectively.

The number in sample is the number of in-scope, or eligible cases. This number excludes the out-of-scope cases, which are drawn for the sample but are not eligible for interview. For example, a school which has closed or a teacher who has left the country would be considered out-of-scope.

The number of interviews is the number of in-scope (eligible) cases minus the noninterview cases. The noninterview cases include refusals or sample questionnaires with too little valid data to be considered complete interviews for the survey. The number of interviews is the actual unweighted number of cases upon which estimates in this report are based. A nonresponse adjustment is included in the weights to reduce the bias due to nonresponse.

Data Collection Procedures

Data collection operations for the 1993-94 SASS took place during the 1993-94 school year. The list below depicts both the specific data collection activity and the time frame in which it occurred.

Activity	**Date**
Introductory letters mailed to school districts	09/93
Introductory letters and teacher listing sheets mailed to schools	10/93
Census field representatives called school districts to obtain the name of a contact person to whom the Teacher Demand and Shortage questionnaire should be addressed	10/93
Lists of teachers provided by schools	10-12/93
First mailing of questionnaires to school districts and school principals	12/93
First mailing of questionnaires to schools and to teachers	01-02/94
Second mailing of questionnaires to districts and school principals	01/94
Second mailing of questionnaires to schools and teachers	02-03/94
Telephone follow-up of mail nonrespondents	03-06/94

Table D.1
Number of In-Scope Sample Cases and Number of Interviews, Public School Districts and Principals, by State

	[illegible] in sample	Interviews	[illegible]	[illegible]
50 States and D.C.	5,378	5,008	9,415	9,098
Alabama	104	97	234	232
Alaska	46	44	196	188
Arizona	94	92	203	194
Arkansas	123	120	164	162
California	264	223	401	380
Colorado	74	64	173	158
Connecticut	99	90	160	152
Delaware	19	17	71	70
District of Columbia	1	1	64	54
Florida	56	55	238	236
Georgia	97	95	179	177
Hawaii	1	1	92	88
Idaho	79	75	167	165
Illinois	185	163	253	246
Indiana	133	120	176	172
Iowa	127	115	165	163
Kansas	110	104	162	150
Kentucky	104	103	158	149
Louisiana	65	57	223	219
Maine	103	98	153	144
Maryland	23	19	162	154
Massachusetts	155	151	222	217
Michigan	187	178	208	201
Minnesota	121	103	167	163
Mississippi	116	113	204	200
Missouri	126	122	176	173
Montana	154	145	176	169
Nebraska	112	106	146	142
Nevada	18	18	123	115
New Hampshire	76	72	120	120
New Jersey	151	113	191	185
New Mexico	60	59	171	164
New York	200	183	312	281
North Carolina	83	78	204	199
North Dakota	117	114	171	168
Ohio	155	155	188	182
Oklahoma	231	214	323	307
Oregon	107	103	173	170
Pennsylvania	157	142	182	175
Rhode Island	34	34	99	93
South Carolina	69	64	162	157
South Dakota	113	108	170	168
Tennessee	86	82	187	183
Texas	290	277	403	388
Utah	31	30	175	173
Vermont	89	88	103	97
Virginia	88	80	179	174
Washington	117	112	210	207
West Virginia	55	53	166	166
Wisconsin	126	114	174	173
Wyoming	48	44	136	134

Note: The number of in-scope cases in sample is the actual sample size achieved, less out-of-scope cases. Out-of-scope cases are drawn for the sample but not eligible for interview. For example, districts may have merged, schools closed, or there may not have been a permanent principal assigned at the time of interview, for example. There are still other reasons for a case to be considered out-of-scope.

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage, Public School Principal, Public School Teacher, and Public School Questionnaires)

Table D.2 Number of In-Scope Sample Cases and Number of Interviews, Public Schools and Teachers, by State

	[illegible]	Interviews	Public Teacher In Sample	Interviews
50 States and D.C.	9,532	8,767	53,008	47,109
Alabama	234	224	1,308	1,172
Alaska	197	170	1,022	864
Arizona	206	190	1,229	1,101
Arkansas	164	156	955	863
California	406	352	2,578	2,124
Colorado	176	164	977	868
Connecticut	161	148	832	726
Delaware	71	63	309	268
District of Columbia	65	55	278	197
Florida	243	228	1,291	1,161
Georgia	179	168	924	845
Hawaii	93	85	713	616
Idaho	169	158	969	900
Illinois	254	238	1,284	1,125
Indiana	178	166	1,028	936
Iowa	163	158	975	906
Kansas	162	149	1,026	933
Kentucky	161	149	803	721
Louisiana	224	207	1,079	969
Maine	156	145	897	811
Maryland	167	135	730	646
Massachusetts	222	208	1,508	1,325
Michigan	214	202	1,034	933
Minnesota	172	160	977	910
Mississippi	207	195	1,098	988
Missouri	177	168	990	896
Montana	190	178	1,354	1,249
Nebraska	163	139	830	770
Nevada	123	109	507	431
New Hampshire	121	117	582	521
New Jersey	192	167	1,012	858
New Mexico	173	160	863	771
New York	315	270	1,831	1,460
North Carolina	204	181	1,010	908
North Dakota	123	166	1,179	1,101
Ohio	189	176	999	895
Oklahoma	326	306	1,987	1,740
Oregon	173	159	1,016	909
Pennsylvania	189	169	939	830
Rhode Island	99	88	421	356
South Carolina	162	141	781	701
South Dakota	172	165	1,079	970
Tennessee	187	179	989	888
Texas	406	380	2,498	2,245
Utah	176	174	1,004	928
Vermont	105	97	489	423
Virginia	180	158	845	758
Washington	212	200	1,213	1,065
West Virginia	168	154	926	850
Wisconsin	176	164	1,014	930
Wyoming	136	131	826	748

Note: The number of in-scope cases in sample is the actual sample size achieved, less out-of-scope cases. Out-of-scope cases are drawn for the sample but not eligible for interview. For example, districts may have merged, schools closed, or there may not have been a permanent principal assigned at the time of interview, for example. There are still other reasons for a case to be considered out-of-scope.

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage, Public School Principal, Public School Teacher, and Public School Questionnaires)

Table D.3
Number of In-Scope Cases in Sample and Number of Interviews, Private Schools, Principals, and Teachers, by Private School Type

All private schools	3,074	2,585	3,143	2,722	10,386	8,372
Catholic	921	818	1,023	831	3,680	3,061
Parochial	465	408	462	427	1,776	1,474
Diocesan	290	263	290	244	1,192	988
Private Order	166	147	271	160	712	599
Other Religious	1,419	1,151	1,394	1,236	4,404	3,483
Conservative Christian	325	248	322	274	929	667
Affiliated	708	574	702	631	2,239	1,790
Unaffiliated	386	329	370	331	1,236	1,026
Nonsectarian	734	616	726	655	2,302	1,828
Regular program	366	297	364	321	1,279	1,036
Special emphasis	182	150	176	160	582	436
Special education	186	169	186	174	441	356

Note: The number of in-scope cases in sample excludes out-of-scope, or ineligible, cases. Reasons for a school, principal, or teacher to be out-of-scope include school closure, and principal or teacher leaving the school.

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Private School Principal, Private School Teacher, and Private School Questionnaires)

Response Rates

Survey Response Rates

The weighted response rates for each component of SASS are detailed in tables D.4 and D.5. Table D.4 provides public response rates by state for districts, schools, administrators, and teachers. Table D.5 lists private response rates by private school typology for administrators, schools, and teachers. The response rate tables are useful as an indication of possible nonresponse bias.

The weighted response rates were derived by dividing the sum of the basic weights for the interview cases by the sum of the basic weights for the eligible cases. The basic weight for each sample case was assigned at the time of sampling and is the inverse of the probability of selection.

Teacher response rates refer to the percentage of teachers responding in schools that provided teacher lists for sampling. Nine percent of private schools and four percent of public schools did not send in teacher lists. The effective response rate is calculated by multiplying together the teacher list rate and the response rate:

Public teachers: .96 × .882 = .8467 × 100 = 84.7% effective response rate
Private teachers: .91 × .801 = .7289 × 100 = 72.9% effective response rate

Item Response Rates

The unweighted item response rates (i.e., the number of sample units responding to an item divided by the number of sample units that participated in the survey) for the SASS and the Library Survey ranged from 50 percent to 100 percent. Tables D.6 and D.7 provide a brief summary of the item response rates. The item response rates in these tables are unweighted, and do not reflect additional response loss due to respondents' refusal to participate in the survey.

Imputation Procedures

For questionnaire items that should have been answered but were not, values were imputed by (1) using data from other items on the questionnaire, (2) extracting data from a related component of the Schools and Staffing Survey (for example, using data from a school record to impute missing values on that school's LEA questionnaire), (3) extracting data from the sample file (information about the sample case from other sources—for example, the Private School Survey or the Common Core of Data, collected in the 1991-92 school year), and (4) extracting data from a respondent with similar characteristics.

For some incomplete items, the entry from another part of the questionnaire or information from the sample file was directly imputed to complete the item; for

Table D.4 Final Weighted Response Rates for Districts, Public School Administrators, Schools, and Teachers, by State

50 States and D.C.	96.6%	93.9%	92.3%	88.2%
Alabama	99.6	93.4	95.0	89.6
Alaska	95.9	94.3	87.7	85.8
Arizona	95.2	98.7	91.9	89.9
Arkansas	98.4	97.5	94.2	91.1
California	94.2	90.7	88.2	81.9
Colorado	89.4	89.3	92.2	88.0
Connecticut	95.9	93.9	93.1	88.2
Delaware	98.5	89.5	88.2	85.9
District of Columbia	85.8	100.0	85.5	70.9
Florida	98.2	98.4	94.5	91.1
Georgia	99.5	97.8	93.9	91.7
Hawaii	95.7	100.0	92.1	85.7
Idaho	99.2	94.0	91.7	92.7
Illinois	97.8	92.5	94.3	86.5
Indiana	97.9	91.0	93.7	91.3
Iowa	99.1	92.1	96.1	92.0
Kansas	93.5	93.5	92.8	90.7
Kentucky	94.7	99.4	92.1	90.4
Louisiana	97.6	88.7	90.1	90.6
Maine	93.3	96.4	91.9	90.2
Maryland	95.2	82.5	84.8	87.8
Massachusetts	99.4	97.4	94.2	87.3
Michigan	98.0	96.6	96.5	89.2
Minnesota	98.9	89.6	94.8	93.0
Mississippi	98.2	98.0	93.8	90.5
Missouri	97.9	97.9	95.3	91.7
Montana	95.6	93.9	92.4	91.6
Nebraska	96.2	96.9	89.0	92.2
Nevada	93.7	100.0	88.3	84.0
New Hampshire	100.0	86.7	97.6	89.8
New Jersey	96.3	76.9	87.1	85.7
New Mexico	96.3	97.8	93.3	90.2
New York	92.8	94.0	89.3	79.9
North Carolina	97.5	96.3	89.8	90.3
North Dakota	98.7	95.9	95.7	93.3
Ohio	96.1	100.0	92.8	88.7
Oklahoma	94.8	94.2	94.5	87.2
Oregon	97.0	98.0	93.0	90.0
Pennsylvania	96.3	90.3	88.5	88.2
Rhode Island	93.9	100.0	89.8	84.5
South Carolina	96.8	93.5	87.3	90.6
South Dakota	98.9	95.9	95.9	89.4
Tennessee	97.4	96.9	94.5	89.1
Texas	96.9	96.5	94.2	89.6
Utah	99.5	95.9	98.4	91.5
Vermont	94.1	99.1	93.3	86.2
Virginia	96.0	88.4	89.3	89.9
Washington	98.7	97.7	95.8	88.1
West Virginia	100.0	96.4	92.8	92.0
Wisconsin	99.4	91.0	93.9	92.5
Wyoming	98.1	85.2	94.7	91.0

Note: For the public school teachers these rates do not include the 5 percent of public schools nationally that did not provide teacher lists.

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage, Public School Principal, Public School Teacher, and Public School Questionnaires).

Table D.5 Final Weighted Response Rates for Private School Administrators, Schools, and Teachers, by Private School Type

All private schools	87.6%	83.2%	80.2%
Catholic	92.4	88.8	83.2
Parochial	92.4	88.0	83.2
Diocesan	93.3	90.9	82.7
Private order	89.4	87.9	84.2
Other religious	82.7	77.5	75.0
Conservative Christian	82.6	76.5	70.1
Affiliated	81.9	76.5	75.4
Unaffiliated	83.6	79.5	80.5
Nonsectarian	89.7	86.1	81.6
Regular	90.6	86.4	82.7
Special emphasis	89.0	81.4	78.0
Special education	88.5	93.2	81.1

Note: For the private school teachers these rates do not include the 9 percent of private schools nationally that did not provide teacher lists.

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Private School Principal, Private School Teacher, and Private School Questionnaires)

Table D.6 Summary of Unweighted Item Response Rates, by Questionnaire

LEA Survey	67-100	91	1
Principal Survey			
Public	65-100	92	4
Private	55-100	90	6
Indian	72-100	91	1
School Survey			
Public	83-100	83	0
Private	61-100	77	3
Indian	70-100	84	1
Teacher Survey			
Public	71-100	91	0
Private	69-100	89	1
Indian	70-100	84	3
Student Survey			
Public	90-100	97	0
Private	84-100	97	0
Indian	79-100	88	0

Table D.7 Items with Response Rates of Less than 75 Percent, by Questionnaire

LEA Survey	26c(2)
Principal Survey	
Public	14b(1,1), 14b(2,1), 14b(4,1), 14B(5,1), 14b(7,1), 14b(8,1)
Private	14b(1,1), 14b(2,1), 14b(4,1), 14B(5,1), 14b(8,1), 21a, 21c, 28b
School Survey	
Public	none
Private	31c(2), 31c(5), 31c(6), 31c(7), 31c(8), 31c(9)
Teacher Survey	
Public	41c
Private	39, 51c, 55

others the entry was used as part of an adjustment factor with other data on the incomplete record. For example, if a respondent did not report whether a school offered remedial reading in item *22a* of the public school questionnaire, the response (1 = *Yes* or 2 = *No*) for a similar school was imputed to item *22a* of the incomplete record. However, if a respondent had answered *Yes* to item *22a* but had not reported the number of students in the program, the ratio of number of students in remedial reading to the total enrollment for a similar school was used with the enrollment at the school for which item *22a* was incomplete to impute an entry to item *22a* (i.e., SCHOOL A item *22a* = SCHOOL A ENROLLMENT multiplied by the ratio of SCHOOL B item *22a* to SCHOOL B ENROLLMENT).

Values were imputed to items with missing data for records that had been classified as interviews (ISR=1). Noninterview adjustment factors were used during the data weighting process to compensate for data that were missing because the sample case was a noninterview (ISR=2). For more information about imputation procedures see Abramson, et al.[1]

Weighting

Weighting of the sample units from the public sector was carried out to produce national and state estimates for public schools, teachers, principals, and LEAs. The private sector was weighted to produce national and association group estimates.[2]

Standard Errors

Estimates found in the tables of this report are based on samples and are subject to sampling variability. Standard errors were estimated using a bootstrap methodology that incorporates the design features of the stratified, clustered sample. The standard errors provide indications of the accuracy of each estimate. If all possible samples of the same size were surveyed under the same conditions, an interval of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the universe value in approximately 95 percent of the cases. Note, however, that the standard errors do not take into account the effects of biases due to item nonresponse, measurement error, data processing error, or other systematic error. Estimates with large standard errors (coefficient of variation greater than 30 percent) should be interpreted with caution.

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[1] Abramson, R., Cole, C., Jackson, B., and Kaufman, S. *1993-94 Schools and Staffing Survey: Sample Design and Estimation*, U.S. Department of Education, National Center for Education Statistics, NCES 96-089.

[2] For a detailed description of the weighting processes, see Abramson, R., Cole, C., Jackson, B., and Kaufman, S. *1993-94 Schools and Staffing Survey: Sample Design and Estimation*, U.S. Department of Education, National Center for Education Statistics, NCES 96-089.

Cautions Concerning Change Estimates

Care must be taken in estimating change over time in a SASS data element, because some of the measured change (e.g., an 8% increase in the number of students receiving Chapter 1 services) may not be completely attributable to a change in the education system. Some of the change may be due to changes in the sampling frame, to a questionnaire item wording, or other changes as detailed in Abramson, et al.[3]

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[3] Abramson, R., Cole, C., Jackson, B., and Kaufman, S. *1993-94 Schools and Staffing Survey: Sample Design and Estimation*, U.S. Department of Education, National Center for Education Statistics, NCES 96-089

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Additional Resources
SASS 1993-94

SASS Data Sets

SASS Data Availability

SASS data sets are available in data-tape and CD-ROM formats. The data sets may be purchased from:.

U.S. Department of Education
OERI/EIRD/Data Systems Branch
555 New Jersey Avenue NW, Room, 214
Washington, DC 20208-5651

(202) 219-1522 or 219-1847

1993-94 SASS on CD-ROM

The CD-ROM version of the 1993-94 SASS data can be accessed using SAS or SPSS- PC software or any program that uses ASCII files. The 1993-94 CD is available for purchase from:

Superintendent of Documents
U.S. Government Printing Office
P.O. Box 371954
Pittsburgh, PA 15250-7954

Other SASS Data Products

The following SASS data products may be obtained free of charge while supplies last from:

U.S. Department of Education
National Center for Education Statistics
SASS Data Products
555 New Jersey Avenue, NW, Room. 422
Washington, DC 20208-5651

SASS Information Booklet

An overview of the Schools and Staffing Survey is available.

Reports

- Schools and Staffing in the United States: Selected Data for Public and Private Schools, 1993-94 (E.D. Tab, NCES 95-191)
- Schools and Staffing in the United States: A Statistical Profile, 1987-88 (NCES 92-120)
- Schools and Staffing in the United States: A Statistical Profile, 1990-91 (NCES 93-146)

- Schools and Staffing in the United States: Selected Data for Public and Private Schools, 1990-91 (E.D. Tab, NCES 93-453)
- America's Teachers: Profile of a Profession (NCES 93-025)
- Schools and Staffing Survey by State (NCES 94-343)
- Private School Universe Survey, 1989-90 (NCES 93-122)
- Private School Universe Survey, 1991-92 (NCES 94-350)
- Private School Universe Survey, 1993-94 (NCES 96-143)
- Selected Tables on Teacher Supply and Demand (E.D. Tab, NCES 93-141)
- Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Follow-up Survey, 1988-89 (E.D. Tab, NCES 91-128)
- Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Follow-up Survey, 1991-92 (E.D. Tab, NCES 94-337)
- Qualifications of the Public School Teacher Workforce: 1988 and 1991 (NCES 94-665)
- Private Schools in the United States: A Statistical Profile, 1990-91 SASS (NCES 95-330)
- Characteristics of American Indian and Alaska Native Education, Results from the 1990-91 SASS (NCES 95-735)
- Teacher Supply in the U.S.: Sources of Newly Hired Teachers in Public and Private Schools, 1988-1991 (NCES 95-348)
- Teacher Supply, Teacher Qualifications, and Teacher Turnover, Aspects of Teacher Supply and Demand in the U.S., 1990-91 (NCES 95-744)
- The Patterns of Teacher Compensation (NCES 95-829)
- Schools and Staffing in the United States: A Statistical Profile: 1993-94 (NCES 96-124)

Forthcoming Reports

- Teacher Qualifications and Equity
- Characteristics of American Indian and Alaska Native Education, Results from the 1993-94 SASS
- America's Teachers: Profile of a Profession, 1993-94
- The State of Teaching as a Profession, 1990-91
- The Effects of Professionalization on Teachers: A Multi-Level Analysis, 1990-91
- Core Academic Subjects: A Closer Look at Elementary Schools

- Job Satisfaction Among America's Teachers: Effects of Workplace, Conditions, Background Screening Methods, Teacher Compensation, 1993-94
- A Profile of Administration Policies and Practices for Limited English Proficiency Students: Screening Methods, Teacher Training, and Program Support, 1993-94
- Comparing Key Organizational Qualities of American Public and Private Secondary Schools
- Private Schools in the U.S.: A Statistical Profile, 1993-94
- Sources of Newly Hired Teachers in Public and Private Schools, 1988-94
- A Profile of Administration Policies and Practices for Limited English Proficiency Students: Screening Methods, Teacher Training, and Program Support, 1993-94
- Characteristics of Students' Programs: Results from Their Student Records, 1994-94
- Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Follow-up Survey, 1994-95
- Characteristics of Public School Districts, 1993-94
- School Principals in the U.S, 1993-94

Issue Briefs

- Teacher Attrition and Migration (Issue Brief, NCES 92-148)
- What are the Most Serious Problems in Schools? (Issue Brief, NCES 93-149)
- Teacher Salaries-Are They Competitive? (Issue Brief, NCES 93-450)
- Teaching and Administrative Work Experience of Public School Principals (Issue Brief, NCES 93-452)
- Public and Private School Principals: Are There Too Few Women? (Issue Brief, NCES 94- 192)
- Sources of Newly Hired Teachers in Public and Private Schools, 1988-91 (Issue Brief, NCES 94-481)
- How Much Time Do Public and Private School Teachers Spend in Their Work? (Issue Brief, NCES 95-709)
- Private School Graduation Requirements (Issue Brief, NCES 95-145)
- Migration and Attrition of Public and Private Schools Teachers: 1990-92 (Issue Brief, NCES 95-770)

- Which Types of Schools Have the Highest Teacher Turnover? (Issue Brief, NCES 95-778)
- Libraries/Media Centers in Schools: Are There Sufficient Resources? (Issue Brief, NCES 95- 779)
- Who Influences Decisionmaking About School Curriculum: What Do Principals Say? (Issue Brief, NCES 95-780)
- Where Do Minority Principals Work? (NCES 96-840)
- Are High School Teachers Teaching Core Subjects Without College Majors or Minors in Those Subjects? (NCES 96-839)
- How Safe Are the Public Schools: What Do Teachers Say? (NCES 96-842)
- Which Criteria Are Used in Considering Teacher Applicants? (NCES 96-844)
- Which Academic Programs Are Offered Most Frequently in Schools Serving American Indian and Alaska Native Students? (NCES 96-841)
- Extended Day Programs in Elementary and Combined Schools (NCES 96-843)

Video

- America's Teachers: Profile of a Profession

Methods

- A Quality Profile For SASS: Aspects of the Quality of Data in the Schools and Staffing Surveys (Methodological Report, NCES 94-340)
- 1987-88 Schools and Staffing Survey: Sample Design and Estimation (Technical Report, NCES 91-127)
- 1990-91 Schools and Staffing Survey: Sample Design and Estimation (Technical Report, NCES 93-449)
- Modeling Teacher Supply and Demand, with Commentary (Research and Development Report, NCES 93-461)*
- Design Effects and Generalized Variance Functions for the Schools and Staffing Surveys (SASS) Volume I—Technical Report & Volume II—User's Manual (NCES 95-340)

Forthcoming Methods

- 1993-94 Schools and Staffing Survey: Sample Design and Estimation (Technical Report, NCES 96-089)
- Characteristics of Nonrespondents, Schools and Staffing Survey 1990-91

Additional Resources

CD-ROMs

- Schools and Staffing Survey, 1987-88 Microdata and Documentation
- Schools and Staffing Survey: 1990-91 Electronic Codebook and Public Use Data
- Schools and Staffing Survey: 1993-94 Electronic Codebook and Public Use Data

Forthcoming CD-ROMs

- Schools and Staffing Survey Compendium: 1987-88, 1990-91, 1993-94 and TFS 1988-89, 1991-92, 1994-95 (1997)

Questionnaires

- SASS and TFS Questionnaires 1987-88
- SASS and TFS Questionnaires 1990-91
- SASS and PSS Questionnaires 1993-1994 (NCES 94-674)

User's Manuals

- 1990-91 Schools and Staffing Survey: Data File User's Manual Volume I: Survey Documentation (NCES 94-144-I)
- 1990-91 Schools and Staffing Survey: Data File User's Manual Volume II: Restricted-Use Codebook (NCES 93-144-II)
- 1990-91 Schools and Staffing Survey: Data File User's Manual Volume III: Public-Use Codebook (NCES 93-144-III)
- 1990-91 Schools and Staffing Survey: Data File User's Manual Volume IV: Bureau of Indian Affairs (BIA) Restricted-Use Codebooks: Administrator, Schools, and Teacher (NCES 93-144-IV)
- 1988-89 Teacher Follow-up Survey Data File User's Manual-Public-Use Version (NCES 92-058)
- 1991-92 Teacher Follow-up Survey Data File User's Manual-Restricted-Use Version (NCES 94-478)
- 1991-92 Teacher Follow-up Survey Data File User's Manual-Public-Use Version (NCES 94-331)

Forthcoming User's Manuals

- 1993-94 Schools and Staffing Survey, Data File User's Manual Volume I; Survey Documentation
- 1993-94 Schools and Staffing Survey, Data File User's Manual Volume II: Restricted-Use Codebook
- 1993-94 Schools and Schools and Staffing Survey, Data File User's Manual Volume III: Public-Use Codebook

- 1993-94 Schools and Staffing Survey, Data File User's Manual Volume IV: Bureau of Indian Affairs (BIA) Restricted-Use Codebooks: Administrator, Schools, and Teachers
- 1993-94 Schools and Staffing Survey, Data File User's Manual Volume V: Restricted-Use Codebook Students' Records

Conference Papers

- Heaven or Hell? The Teaching Environment of Beginning Teachers
- Using Opportunity to Learn Items in Elementary and Secondary National Surveys
- Characteristics of Public and Private School Teachers
- Characteristics of Mathematics and Science Teachers
- Teacher Training, Certification and Assignment
- Teacher Turnover: Patterns of Entry To and Exit from Teaching
- Moonlighting among Public and Private School Teachers
- Characteristics of Bilingual Education and English as a Second Language Teachers
- Highlights of Minority Data from the Schools and Staffing Survey
- Teacher Incentive Research with SASS
- Teacher Salaries: Comparing States After Adjusting for Teacher Experience and Education
- What are the Characteristics of Principals Identified as Effective by Teachers?
- School at Risk: Results of the 1987-88 Schools and Staffing Survey
- Destinations of Movers and Leavers: Where Do They Go?
- Teacher Salaries: Comparing States After Adjusting for Teacher Experience and Education
- Classroom Environment and Support of Beginning Teachers: A Test of the "Crucible versus Cradle" Theory of Teacher Induction
- Why Do Teachers Leave Teaching? Reasons for Teacher Attrition from the Teacher Follow-up Survey

NCES Working Papers

WP 94-01 Schools and Staffing Survey (SASS). Papers Presented at the Meetings of the American Statistical Association

WP 94-02 Generalized Variance Estimates for School and Staffing Survey (SASS)

WP 94-03	1991 Schools and Staffing Survey (SASS) Reinterview Response Variance Report
WP 94-04	The Accuracy of Teachers' Self-report on Their Postsecondary Education: Teacher Transcript Study, Schools and Staffing Survey
WP 94-06	Six Papers on Teachers from the 1990-91 Schools and Staffing Survey and Other Related Surveys
WP 95-01	Schools and Staffing Survey: 1994, Papers Presented at the 1994 Meeting of the American Statistical Association (95-01)
WP 95-02	OED Estimates of the 1990-91 Schools and Staffing Survey: Deriving and Comparing QED School Estimates with CCD Estimates
WP 95-03	Schools and Staffing Survey: 1990-91 SASS Cross-Questionnaire Analysis
WP 95-08	CCD Adjustment to the 1990-91 SASS: A Comparison of Estimates
WP 95-09	The Results of the 1993 Teacher List Validation Study (TLVS)
WP 95-10	The Results of the 1991-92 Teacher Follow-up Survey (TFS) Reinterview and Extensive
WP 95-11	Measuring Instruction, Curriculum Content, and Instruction Resources: The Status of Recent Work
WP 95-15	Classroom Instruction Processes: A Review of Existing Measurement Approaches and Their Applicability for the Teacher Follow-up Survey
WP 95-16	Intersurvey Consistency in NCES Private School Surveys
WP 95-17	Estimates of Expenditures for Private K-12 Schools
WP 95-18	An Agenda for Research on Teacher and Schools: Revisiting NCES "Schools and Staffing Survey"
WP 96-01	Methodological Issues in the Study of Teachers' Careers: Critical Features of a Truly Longitudinal Study
WP 96-02	Selected papers presented at the meeting of the 1995 American Statistical Association
WP 96-05	Cognitive Research on the Teacher Listing Form for the Schools and Staffing Survey
WP 96-06	The Schools and Staffing Survey (SASS) for 1998-99; Design Recommendations to Inform Broad Education Policy

WP 96-07	Should SASS Measure Instructional Processes and Teacher Effectiveness?
WP 96-09	Making Data Relevant for Policy Discussions: Redesigning the School Administrator Questionnaire for the 1998-99 SASS
WP 96-10	1998-99 Schools and Staffing Survey: Issues Related to Survey Depth
WP 96-11	Towards an Organizational Data Base on America's Schools: A Proposal for the Future of SASS, with Comments on School Reform, Governments, and Finance
WP 96-12	Predictors of Retention, Transfer, and Attrition of Special and General Education Teachers: Data from the 1989 Teacher Follow-up Survey
WP 96-15	Nested Structures: District Level Data in SASS
WP 96-16	Strategies for Collecting Finance Data from Private Schools

Forthcoming Working Papers

- Optimizing the Periodicity of the Schools and Staffing Survey
- Improving Generalized Least Squares Estimation in the National Center for Education Statistics Survey
- National Assessments of Teacher Quality